THE JOURNAL OF EDUCATION

Volume 129 MAY, 1946 Number 5

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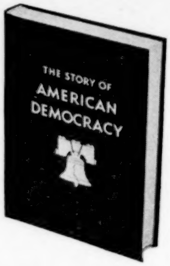
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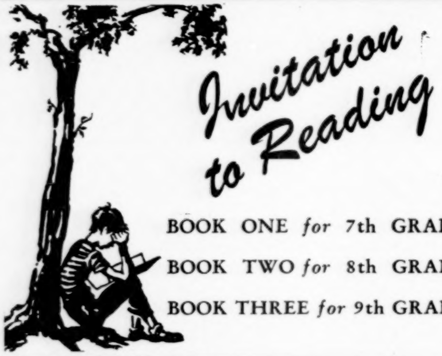
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SCHOOL TEACHERS

No. 15

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The Reader's Digest is a fortress of defense against ignorance of what is going on in our own and other lands. . . . I should like to see it in the hands of every high school student, and of many in the upper elementary grades. —**James Haskell Hope, State Superintendent of Education, South Carolina.**

For use in schools, a magazine such as *The Reader's Digest*, which offers accurate and interesting summaries of significant events and achievements in the social, scientific and economic fields, is of high value.—**Francis B. Haas, State Superintendent of Public Instruction, Pennsylvania.**

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I would place *The Reader's Digest* at the head of the list of required reading for teachers and high school students. —**John A. Shaw, Superintendent of Schools, Spokane, Washington.**

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The Journal of Education

VOLUME 129 MAY, 1946 NUMBER 5

ESTABLISHED 1875

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8 BEACON STREET, BOSTON

THE JOURNAL OF EDUCATION is published monthly from September to May, inclusive, by New England Publishing Company, 8 Beacon Street, Boston. Subscriptions in the United States, $2.75 a year; Canadian postage, $1.00; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index of The Journal of Education is published annually in the December issue. The contents are listed in Education Index.

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as we go to press . . .

We are tapping out these lines from our new headquarters at Eight Beacon Street, where we are already well settled and able to find things—at least the things we have needed most to this point. We are on higher ground than before and shall have plenty of light and air, though minus our view of the Common. Stenographers with far-away looks in their eyes as they gaze out of office windows—can hardly take the place of those robins bobbling among the trees and beside the fountains. Which birds are the more distracting remains to be seen. We will do our best to concentrate on our more or less Gentle Readers.

◆

Our former sanctum is destined to become a religious center. We must arrange for a bronze tablet commemorating the fact that the JOURNAL once didn't sleep there.

◆

The present issue carries a few extra pages for good measure and to give you some reading matter we believe you wouldn't want held over until fall. We suspect, though we never can be sure in advance, that this May issue is one of the most readable and worthwhile yet produced in the long stretch of JOURNAL history.

◆

Just by way of mischief we have injected a handful of cartoons, drawn especially for the JOURNAL by two students in the Vesper George School of Art, Boston. We hope you will enjoy them. Half the trouble with education is that its devotees take themselves too seriously. Oh why do we put our necks out when we already know this? It must be that we hope our readers are different.

◆

By the way: What about that article you have resolved to write for your JOURNAL friends this coming summer? We shall be watching for it from our tower.

◆

Again, the complete mailing address is 8 Beacon St., Boston 8, Massachusetts.

◆

Drop up and see us, if you happen to be near.

TEXTBOOKS IN REVIEW

Australia-New Zealand Kit

How to make Australia and New Zealand seem as interesting as they really are is a problem faced each year by many teachers. Now that the war has brought out the significance to us Americans of those Southwest Pacific lands, the problem cannot be dodged. Fortunately, a new tool for "cracking the nut" has recently been made available. This is the *Australia and New Zealand Kit*. It consists chiefly of wall charts, film strips and photographs, together with teachers' manuals. Australia gets three-to-one attention over New Zealand, as might be expected. The island-continent is shown in a topographic map, in a transportation map, and in other ways to leave a proper sense of its history since Captain Cook discovered it in 1770. The strange animals and plants, the occupations, the cities, and a hundred other features are made vivid through charts, graphs, sizeable views, symbol pasters to be fixed on an outline map, and a series of film strips. You will find all you might want to ask about Austrailia or New Zealand answered at least once and possibly more than once in this orderly assortment of depictions. The manuals are sufficiently detailed to be helpful. Such material is to a good textbook what gravy is to meat.

AUSTRALIA AND NEW ZEALAND KIT.
Foley and Edmunds, Inc., N.Y.C.

It Runs in the Family

It is refreshing to discover in the literature of home problems and problem homes, a pair of books like those James Ellenwood has written. Their informal titles, *There's No Place Like Home* and *It Runs in the Family*, suggest a rather light handling of the family theme. There is, indeed, a light touch and plentiful humor, but there is also a wealth of common sense. The author speaks as a member of a household, who is trying by trial and error methods to discover how various personalities can be harmonized for the good of all. He disclaims being an expert or having a scientific technique. But we notice that his books are on the reading lists of certain classes for would-be guidance workers. We take this as proof not only that Ellenwood is generally on the right psychological path, but that the guidance "profs" are themselves somewhat human.

Four children, two parents and a grandmother constitute the family whose internal relations and respective viewpoints are considered. In *There's No Place Like Home,* the youngest child is about eleven. In the other book, each has advanced a few years in chronological age and perhaps otherwise. The author would revive the old fashion of wall mottoes in order to post a new one reading. "God help us to enjoy our home." He finds attitudes more significant than rules. One after another he takes up the everyday conflicts and perplexities that vex the home, and offers some hint of how they may be resolved. He is concerned with character and its encouragement. The reader will find home atmosphere faithfully portrayed in each of these companion volumes.

Teachers can't always see the homes of their pupils in operation. The Ellenwood books will help their imaginations to picture home conditions and difficulties. Perusal of these books should involve no hardship.

THERE'S NO PLACE LIKE HOME and IT RUNS IN THE FAMILY, by James Ellenwood. Charles Scribner's Sons, New York. $2.00.

Our World Changes

Middle member of an *Adventuring in Science* triplet for junior high schools, is *Our World Changes,* a revision of which is up for inspection at this point. It undertakes to make some remote and some nearby matters, all of them important to be known, seem interesting to the human cub of thirteen or so. Of course the real test is to try it on the cubs themselves, and we assume the earlier edition passed this test successfully or there wouldn't be this new edition. Also, as nearly as one adult can judge, the book has qualities the normally constituted youngster will appreciate. Its material is definite, not abstract. Its style is simple in vocabulary and phraseology—has much to say and says it well; keeps moving ahead at about the right rate for comprehension without boredom, if this can be said of any text that will be used by quick and slow children in the same class.

The world whose changes form the panorama of this text includes the entire universe. The first unit deals with the changing sky, meaning astronomy. The next is the changing air, the weather and climate. Third unit deals with the life of plants and animals. Next you have the changing landscape, with a nod to dinosaurs and dodos. Next a unit on the human body and its health. Sixth and finally comes a thoroughgoing unit on conservation, showing where we stand today as to stocks of replenishables and unreplenishables; what can be done to slow down our expenditure of natural wealth and to provide for new growths of trees, of wild life useful to men, and for holding and enriching the land that gives us sustenance. The part on conservation is less alarming than it could be, but surely furnishes a changing picture that implies a challenge to young Americans and plenty to marvel at in the advances so far made.

OUR WORLD CHANGES, by Powers, Neuner, and others. Ginn and Co., Boston. $1.68.

For Us the Living

A by-product of continued and successful teaching is likely to be a book. That is why we have Dr. Mahoney's *For Us the Living*. In it are his message, his convictions, the substance of his work as a guide to persons who teach or will teach the social studies. The author believes that the political intelligence of the average American is nothing to boast about. Still the case as a whole is not held hopeless. The task is up to education. Our boys and girls in school need to acquire an interest in the group, a sense of sharing a certain pride in our institutions, our heroes, our ideals. The book deals with goals more than with procedures—though some hints on method are included. The author is gravely concerned over the prevailing indifference to politics on the part of otherwise decent citizens. He sees no valid excuse for it. He pins his hope for America on the schools and the teachers—especially the ones who appreciate the democratic way, in politics, in community living, and in economic matters. The book may not be in all respects comfortable reading, but the style is clear, the reasoning cogent. Altogether it is a sane presentation of what to teach and why in civics.

FOR US THE LIVING, John J. Mahoney. Harper and Brothers, New York. $3.00.

Iowa Every-Pupil Tests

Each package of the revised *Iowa Every-Pupil Tests of Basic Skills* contains all items needed to administer and score the tests for 25 pupils. An Examiners Manual gives directions for administering and scoring; conversion tables; grade equivalents; chronological age equivalents; and percentile grade norms; a class summary report sheet; a facsimile of the Individual Cumulative Record Form; and suggestions for the interpretation of test results, for the classification of the skills involved, and for remedial instruction.

The tests themselves have not been changed. There are still two batteries, elementary for grades 3-5, and advanced for grades 5-9, each containing four tests: Test A, Silent Reading Comprehension; Test B, Work-Study Skills; Test C, Basic Language Skills; Test D, Basic Arithmetic Skills.

IOWA EVERY-PUPIL TESTS. Houghton Mifflin Company, Boston.

"V. G." Manuals

Opportunities in Journalism, in Free Lance Writing and in Acting are neatly described in the first three Vocational Guidance Manuals, forerunners of a long line, we hope. In each case, a writer qualified by rich experience in the particular field has prepared the text. It is possible to convey a satisfying amount of information about any given occupation in a booklet of sixty to eighty pages, and the possession of such books by any guidance officer should facilitate his labors mightily.

The booklets all deal with such matters as judging one's own qualifications, the educational equipment needed, the way to break into the chosen career, the various positions along the line of advancement, the salaries that are customarily paid, and the intangible rewards in service rendered to society. We ought perhaps to say that this note of service is little emphasized in the handling of free lance writing — the author holding pretty close to the money angle, though at the same time admitting that the writing business promises only modest returns in dollars. Realistic as one must be to win a portion of the writers' market, the aspirant can do with more idealism and sincerity than is brought out, and few careers offer greater inward rewards by way of compensating for the dearth of outward ones.

OPPORTUNITIES IN JOURNALISM, FREE-LANCE WRITING, AND ACTING, by Sugarman, Carter, and Vreeland. Vocational Guidance Manuals, Inc., New York.

Builders of the Old World

Call it ancient and medieval history if you will, this book *Builders of the Old World*, but for graders fifth and sixth the actual title is descriptive enough. The authors set out to tell the story of mankind from its beginnings to Columbus, and to tell it as a record of progress, of outstanding leaders and dramatic episodes that ticked off changes on the clock of centuries. Much of the material included in the book had to parallel that in other texts, and so it does. What gives this one its special quality is, we think, its frequent resort to a full narrative style. The story of Wat Tyler's 60,000 marchers making their demand upon Richard II is an example of this and of good selection on grounds of significance. The treatment of Martin Luther and the Protestant Reformation is another of the same sort. Too often a textbook packs so many facts as to become little more than an outline. *Builders of the Old World* offers an unusual balance between a closely knit textbook and an enjoyable and energizing reader. It takes good book builders to produce a book like *Builders of the Old World*.

BUILDERS OF THE OLD WORLD. Hartman, Saunders. D. C. Heath and Company, Boston. $1.80.

Library Extension

There are, it seems, some 600 counties in the United States that have no public library and not even a bookmobile or other arrangement for free access to reading material. Thus the problem of library extension is still a very large one. How shall it be solved—for solved it must be, if the ideal of equal educational opportunity for all is to be approached, much less overtaken.

This entire matter was recently taken up at a special forum held at the University of Chicago, and the opinions of eighteen participants have been gathered into a volume called *Library Extension: Problems and Solutions*. Here are encouraging reports on what has been done through community initiative and the efforts of state governments and other agencies. Should the federal government take over the remainder of the job?

As a means to adult education, libraries have immense value. As they expand in number, let us hope they will improve in selectivity, and that popular tastes will improve likewise. Somehow the right to borrow books seems to belong to all Americans, and any experts who can tell us how to put that particular right into a reality deserve a hearing by publicly minded citizens all across the land. Remote farms and small rural communities stand in need of books—in greater need, even, than the places where reading is only one of many available contacts with the world of thought and action.

LIBRARY EXTENSION edited by Carleton B. Joeckel. University of Chicago Press, Chicago. $3.00.

Textbook Supply Short for Another Year

Books for school use will still be none too plentiful for another year, in the opinion of publishers. The chief hindrance to full production is expected to be paper. Unusual quantities of paper have been coming from the mills of late, the 4,500,000 tons made during the first quarter of this year being a pace setter, but so is the demand unusual, while the supply is likely to drop unless pulp soon starts coming here from Sweden. The Swedish government is demanding higher prices, which our OPA has been loath to approve.

The huge enrollment of returned veterans in colleges is causing a strain on production facilities of the printers and publishers of texts. As if to add to their troubles, the periodicals are in the market for more paper, and so are the users of direct mail for advertising purposes. In short, the schools are in competition with industry and business for the paper essential to instruction. Efforts are being made in Washington to safeguard the educational interests, and the picture may not turn out so black as it is painted. But it will pay school officials to order as far in advance as possible.

IMPORTANT ANNOUNCEMENT FOR SHORTHAND TEACHERS

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MONTANA STATE COLLEGE, Bozeman, Montana
June 10 to July 13 and July 15 to August 17 — Miss Leona Barnes, Instructor

UNIVERSITY of UTAH, Salt Lake City
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NORTHERN STATE TEACHERS COLLEGE, Aberdeen, S. D.
June 5 to July 17 — Miss Rosmer Bruce, Instructor

CREIGHTON UNIVERSITY, Omaha
June 10 to August 3 — Miss Jean Zook, Instructor

NORTHWESTERN STATE COLLEGE, Natchitoches, La.
June 10 to July 5 — Miss Winifred Weatherman, Instructor

UNIVERSITY of DENVER
June 17 to August 23 — Miss Carol Ostness, Instructor

UNIVERSITY of GEORGIA, Atlanta, Georgia
June 10 to July 19 — Instr. — To be announced

UNIVERSITY of FLORIDA, Location — Pending
Date — To be announced — Instr. — To be announced

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Editorials

Rough Sailing

Residents of our West Coast and Hawaii will remember for some time how a tidal wave ends—not suddenly, but in a series of lesser waves that roughen the seas for weeks. The ending of a world war is similar. Our government, for example, is struggling to hold down the swell of higher prices while an opposition group urges removal of artificial controls, on the theory that the upsurge would be sooner over if supply and demand were allowed free play. For ourselves, we are inclined to think Mr. Bernard Baruch knew what he was talking about when he recommended price controls for another year, while production catches up. For it seems pretty obvious that freeing prices while houses, automobiles, refrigerators, radios and a hundred other articles are scarce would cause an orgy of inflation first, and then—deflation, or one might say a business blowout. Note that Mr. Baruch also urged a one-year moratorium on strikes.

Educational waters, too, are slow to settle down. Our colleges and universities are so pack-jammed with veterans availing themselves of Uncle Sam's free-schooling offer that this year's graduates from secondary schools have only half a chance of being admitted.

Life on a college faculty has ceased to be the smooth affair it once was. Instructors in this or that abstruse subject were forced to teach warlike applications of mathematics and physics to young officers and enlisted men and women while the war lasted. Now most of the subject fields are becoming normal, but the classes are overcrowded, there are not enough instructors, not enough dormitories, not enough lecture rooms or laboratories. It never rains but it pours, the professors tell you. Their upset condition—which will do some of them good—does not worry us as much as those high school graduates, ready to enter college and confronted by closed doors. Some of them will mark time with a fifth year in high school. Others will turn aside into industry or trade and forget all about their higher education. By and large, this means a loss to individuals and the nation.

Wars have always cut short the plans of youth. It is better to have plans cut short than lives.

Boston in the Headlines

For a supposedly intelligent community, Boston does the most unintelligent things. Thus one might summarize the impressions held throughout the United States concerning a city whose mayor is under conviction by a federal court for mail fraud; whose schools are the scene of strikes by pupils and hot altercation between teacher groups and a board member—its entire public school setup having been condemned by expert investigators as ineffective and subject at all times to political abuses, and nothing having been done to rectify matters. Such is the Boston that gets into the news. It may not deserve to be defended. But the outside public has a right not to be distressed and puzzled if any of the facts known to insiders—and we mean merely residents—can serve to explain the existing state of affairs.

First, there is Boston the municipality, population 750,000, and Boston the metropolis, which includes another 1,250,000 persons dwelling in neighboring cities and towns. Inhabitants of Cambridge, Newton, Belmont, Watertown, Arlington and two score other places closely linked to Boston, have no vote in Boston's elections.

New elements have gained numerical predominance in Boston, and they take delight in wresting authority from those who formerly ruled. Not that the newer elements pull together as one man. They split apart over candidates and issues. But—and this is one cause of trouble—Boston elects its officials by a plurality vote.

James M. Curley, now mayor for the fourth time, has a large following of citizens who believe they stand to profit more from his election than from that of any other candidate. He is a persuasive speaker. He often convinces even those who do not believe in him that he is the ablest man in the running and that they might do worse than vote for him.

As for the school committee, this represents an unsalaried position greatly valued as a springboard for persons with political ambitions.

Civic associations that once sorted candidates for important offices in Boston, have become inactive after a period in which their motives were attacked and their candidates were consistently defeated.

Boston could function better as a political unit if the state legislature were to revise the city's methods of election and provide for a better organization of the school department. Meanwhile, Boston will be misunderstood—or understood too well—throughout the country. The city's misfortune is the apparent inability of its right-minded citizens of all groups to make their common will effective at City Hall and at 15 Beacon Street.

Those Questionnaires

It makes such a difference which side of the fence you are on; sometimes you shift from one side to the other so rapidly that you can note your alteration of attitude clearly—as when you are a pedestrian one minute and a motorist the next.

Take the matter of questionnaires now. The fellow who is writing a thesis for a master's or doctor's degree sends out three hundred identical forms with blanks to be filled in. He is surprised and quite peeved when over half of them fail to come back with complete answers.

He is lucky to get what he gets from so many busy people. To them the questionnaires are a nuisance and a torment. Some of the queries are difficult or impossible to answer. The questions do not fit the situation. Only out of the generosity of their hearts do so many reply so fully and politely as they do.

When you sit in the office at the answering end, try to remember your own student days and the inquiries you were obliged to make in a good cause—that of satisfying some professor and possibly of adding to the sum of precise knowledge. Now do as you wanted to be done by then.

The Non-Readers

It's an off week in which no university asks us to announce its reading clinic. Reading is apparently the one subject most in need of medical attention. It happens to be a very important subject, too. Education is just about awakening to its ignorance and past failures in the treatment of the mental handicap that obstructs reading for so many children and adults.

The schools have learned enough about reading to feel superior to those teachers of an earlier generation who regarded reading as purely oral. In those bygone times, there were many who stumbled and fell. Today, with reading measured for comprehension and speed as well as for good vocalization, and with a whole new set of tricks for aiding the reluctant or dull reader, the reluctant and the dull are very much with us still. Such gains as have been made are mostly on elementary levels. High school students have been quite generally neglected, on the vain assumption that they must know how to read or they wouldn't be in high school. Silly, is it not?

The schools are providing more suitable and attractive material for children. Most of the so called English classics are gathering dust in schoolroom closets. The modern readers, basic and supplementary, bear some relation to the lives and interests and abilities of the pupils.

All this helps to an extent. But the number who come into their full reading heritage remains woefully small. The schools do well to make the reading programs attractive. Even so, the competition offered by movies, radios, the comics, the pulps and the shortcuts typified by headlines, prevents the reading habit from spreading as widely as it ought.

Are half our citizens doomed to be non-readers in spite of all the schools can do?

The art of instructing non-readers needs development side by side with the art of changing non-readers into readers. The danger is that the efforts at conversion will be abandoned too easily.

A Word with the Old Guard

At graduation, you are always reminded how swiftly time travels. Here goes another class. It seems only yesterday they entered the school. How green and young they were!

Yes, the rapid transit of pupils through a school brings a note of sadness—to speak generally. There are also certain compensations. Some of those departing can be spared quite readily. Let us hope you did not hasten their exit beyond what the inheriting teachers will appreciate. Ah, well, there's always a chance they will do better under new conditions. Thus do you lux your conscience for those untutored rascals you are handing on and up.

Don't take our indictment too seriously. Never wear a coat that doesn't fit. We were merely using a roundabout approach to our real theme of the moment, which is that school faculties do not show the same rapid turnover as pupil groups, but this year has been abnormal, with former associates returning from military leave and substitutes quitting the classroom. Some of you will miss some of these. Incidentally, so will the children. The teachers who are coming back are not in every case superior to those who took their places. But school goes on, changing but little in spite of changes. The returnees on your faculty should bring fresh points of view, broadened vision and experience. They will need to readjust their ways to civilian situations and democratic procedures. In most American schools you don't give orders or take them either, without a little effort at common understanding or some exchange of ideas.

This year and the next will go down in school history as a time of faculty readjustments. If the schools can reap incidental benefits from the war or the war's cessation, it's all to be taken advantage of. You, personally, will do your part, we know.

WHO IS "HIGH SCHOOL MATERIAL"?

GEORGIA B. HOWE
Principal, Jane Addams High School
Portland, Oregon

MUCH has been written and said of late concerning the function and the functioning of the secondary school. One question which continually arises is the extent to which the school should foster flexibility of program in order to care for individual differences. Another issue is that of the nature and scope of guidance. Jane Addams High School in Portland, Oregon has quite frankly taken the position stated in the report of the Harvard Committee on General Education in a Free Society, namely, "The high school is morally obliged to adapt itself to every kind of student. It cannot justly fail to adapt itself, within reason, to any."

This school is a junior-senior high school for girls whose function is to meet the educational needs of a group of some 400 young people who have, for one reason or another, met unusual difficulties in their school careers. In order to carry out this function the classes are small and the teachers thorougly imbued with the idea of the importance of personality and aware of the wide range of individual differences encountered in any group of adolescents. Two short case studies may serve to show the diversity of the problems faced by this school, problems which many schools would consider either beyond them or not within their province:

Susan is a fifteen-year old girl who came to us from an ungraded room in one of the elementary schools of this city. She had lived in a rural community until she was thirteen and attended a small country school. She was reported to have very limited intelligence and no grasp whatever of the fundamental skills. Because she could do nothing in the class in which she had been placed, she had become a serious behavior problem.

She arrived at Jane Addams with her mother, a woman well past forty, very dominating and aggressive. We found that her mother had left her husband because, "he was charming but irresponsible." Susan remembered her father with great affection. The mother said in the presence of the girl, "I don't know what's wrong with Susan. All the rest of us are normal. We pay our bills and her sister has a good job. They say Susan tests second grade. We just don't know what is the matter with her."

Maybe she didn't understand but we understood a little just from that first interview. Susan was a strange-looking girl. She giggled in a silly fashion and her face was never still. She slid down in her chair and acted very much like a feeble-minded person. If directly addressed she would frown terrifically and say nothing. Her mother would invariably answer for her.

At first we could scarcely cope with the girl. She was completely negative toward everything and seemed to enjoy nothing except being an obstructionist. All of her teachers were made aware of her situation and so we began with Susan. We decided to give her a program with little or no academic work. She took homemaking, chorus, physical education, spelling, and typing. This last seemed to give her a feeling of importance.

A more lonely, tragic child could not be imagined. She always walked down the halls alone near the wall and if noticed turned toward the wall. During the first week she became pathetically attached to her advisor. This advisor presented the idea to Susan that her inability to read and to do any sort of "school work" was due to her not having learned to spell and assured her that she could learn if the right teaching methods were used. Time and again Susan had to be removed temporarily from some class because her behavior was so impossible. When she found that at this school she was important she would go to almost any length to be noticed and most of her methods were decidedly inimical to the class situation as a whole.

She has been at Jane Addams for ten months. During this time we have had the assistance of the school psychiatrist and of the visiting teacher. Susan has found very satisfactory self-expression in Orchestra and in Art. We have arranged to have her leave her home and live with a very understanding woman in a small Friends' Community near the city but she will continue to attend this school.

She is now not a serious behavior problem. Her actions are more or less normal and she is commencing to have an understanding of her own problem, what is responsible for it and how she can attack it. Her progress in spelling has been from 1.7 to 3.3, an improvement of sixteen months in ten. When we consider that for nine years she made practically no progress, this is an amazing record. Her progress in reading based on two forms of the Metropolitan Test is from 2.5 to 5.9. This term she is attacking Arithmetic and has progressed from 2.5 to 4.9 in five months.

She is an accepted member of her group although she is still unable to work well with others. She takes some part in the life of the school and is no longer considered "queer". The psychiatrist feels that her extreme retardation is not due so much to lack of mentality as to serious frustration and complete lack of security and love. He feels that she was and still is the stuff from which insanity develops. We feel that if Susan continues to avoid a serious mental breakup and is able to make a reasonably satisfactory adjustment to life, it will in part be due to the flexibility of the program at this school and to the broad concept of guidance held by this faculty.

One morning Jean, a very attractive young girl about 17 years of age, came into the office and asked about the school. Her whole attitude was very tentative and cautious. No amount of questioning seemed able to elicit from her what grade she had completed, where she had attended school, or where her family lived. She turned aside all direct questions very cleverly. Everything about her bespoke a good intelligence and good balance. Finally, after she felt from our attitude that she could bring her problem out into the open, she told us that she had been placed in a certain institution for society's dependents when she was a few months old. Because of changes in administration and general mismanagement in the home she had been lost track of. They had recognized her superiority and she had been taken into the Superintendent's home to help in the care of his own children. Now, at the age of 17, she had been released and was earning her living as a maid. She said, "But I need more education. You see, they didn't have much of a school at the home." She could read at about fourth-grade level but could neither spell nor write to any degree. She could add a simple sum but knew practically nothing else about arithmetic.

Here was a problem involving extreme retardation and a psychic scar of the first magnitude. The development of this young woman is one of the most interesting stories with which I have ever come in contact. She learned very fast and gradually overcame her extreme sensitiveness regarding her former experiences. Through her work in the Jane Addams Nursery School, an adjunct of our Home Making Department, we found that she had what amounted to a genius for the handling and care of children. We arranged for her to have part-time paid work in the crippled children's school. There her sympathy and understanding were remarkable. She later became a Nursery School Aide in one of Lanham Act nurseries after school hours and earned enough to support herself.

One principal contribution to Jean was in the field of guidance. We had to make a life for her. Our guidance went far beyond the ordinary limits of the school curriculum. During her attendance here she was notified that, because of an error in the records at the institution, her mother had been told that Jean had died when an infant. They had discovered the error and written to her mother. We made church and social contacts for her. We discovered many deep-seated fears and anxieties that stood in her way and sought to interpret her situation to her.

Through her work in academic classes Jean improved in the language arts and in her grasp of the use of numbers to the point where she could carry on satisfactorily in any ordinary life situation. We did not attempt to arrive at an intelligence quotient for Jean because we at no time felt it wise to subject her to a Binet test. We felt that she was very naturally extremely sensitive on this score and, furthermore, that what she was accomplishing bespoke a very good intelligence.

She eventually finished a two-year course at this school and graduated. This, however, did not end our association with Jean. Her advisor had become her closest friend and we saw her through her first vocational venture, the establishment of a child-caring center of her own. We encouraged her entrance into university extension classes, and kept track of her social development. Recently we have been greatly gratified by her marriage and her establishment of a good home. She has now a fine, healthy child of her own.

Jean is a happy, worthwhile citizen, one of those who make up the best of America and we know that this school has been life itself to her. She has never complained about the injustices that organized society did her. One day, however, she said, "Sometimes I think I had a very hard life. Many girls have so much that I didn't have. I wonder what would have become of me if I hadn't happened to find this school." We said to her, "But you did, and that, too, is a part of your life and, taking it all together, it is a very fine life."

The profession of teaching takes on added richness, flavor, and importance when the teacher focuses his powers upon the development of the individual personality rather than upon subject matter and courses of study. If one is aware of some of the factors that are beneath the overt behavior of young people, the whole picture becomes three dimensional and the flatness that sometimes prevails in teaching is gone.

In order to make possible the kind of flexibility that exists in this high school, it is necessary to have small classes, teachers who sincerely believe in the individual value of human beings, opportunities for a rich experience on the part of students, and freedom from domination by administrative personnel. At Jane Addams High School we do have all of these requirements and the development of this school over a period of ten years has been indeed a challenge and a satisfaction.

TODAY'S HERO

EVERETT V. PERKINS
State School of Agriculture
Randolph Center, Vermont

THERE are few things that should be criticised more than criticism itself. In the home, in the school, and in all other human relationships, its effect is baneful.

There seems to be but one sure way to avoid being too critical and that is to bestow deserved praise generously.

I remember that at one time our teachers' conferences became tainted with the practice of excessive criticising. The physical equipment, the students, the textbooks, the policies,—about everything and everybody received a tongue lashing. Such essential qualities as loyalty and tact were being forgotten. Then some one saw the way things were drifting and suggested as a theme for the next meeting, "Something Good about Our School." It was recommended that everyone take part in the discussion.

The result was a big surprise. We found that we had much more to commend than we did to condemn. Instead of further pitying ourselves for being in unfavorable situations in life, we went out of the conference with the resolve to be worthy of the fine institution of which we had the privilege to be a part.

About a year ago I suggested that I was prepared to give a brief word of praise each morning for something good that I had observed about some boy here in the school. The students liked the idea and I have kept up the practice most of the time since. I give the name of the individual whom I have in mind for, as the boys said, in a school of this size, everyone would probably know who was meant.

Care is taken to go through the whole list of students, one each day, so that no favoritism is shown. Then, too, it has been repeatedly explained that a single incident or characteristic is being presented as exemplary. No person, young or old, could be, or would care to be, held up in his entirety as an example to others. There is no one, however, in whom some commendable act or trait cannot be found. It is said that the Devil himself has at least one good point; he never gives up.

The number and variety of the praiseworthy things among boys like ours are remarkable. A few illustrations might be of interest. It seems best to designate students by letters, instead of using their names, but all statements are true to fact.

A was spending his vacation in a city where lives another student who was ill at the time. Although A did not know the boy very well or his family at all, he was thoughtful enough to call up to inquire about the young man's condition. The result was that he received an invitation to dinner in a nice home and made some pleasant and helpful contacts.

B never complained about his food. He ate heartily of whatever was put before him, including vegetables and fish, which many boys omit from their diet. Upon being asked if there was anything that he didn't like he replied that when he came here he didn't care for eggs but that he was learning to eat them. B's food habits will contribute to good health and long life. He also has one trait that will make him a welcome guest in any home and will help him some day become a desirable husband.

C wished to write carefully to another school to inquire about further opportunities for an education. He first prepared his letter the very best he could and then brought it to me for correction. This boy had the right idea about the function of a teacher; it is to help a student do a little better after he has done the best he can by himself.

D brought down from home the family car. Of course when he used it he never rode alone. One foggy night he went off the road and the car, which was full of boys, tipped over. As the driver was going slowly, no one was hurt. There was only slight damage to the vehicle, but it had to be left where it was for the night. Everyone was giving D advice about what the law requires, or does not require, in such a case. Most people thought that no report of the accident was necessary since no one was hurt and no damage was done to anyone else's car. Some said that the authorities would never know what had happened as there would be little passing on the road before morning. D, however, went to the nearest telephone and called up the headquarters of the state police to make report and ask for information. Such a boy has within him the essentials of good citizenship.

E and *F* had a fight, a big one. F, although much larger, had to go to the doctor to have some stiches taken in his lip. I did not try to do anything about the fight for the boy who came out second best seemed to be the more to blame. But I did worry for fear a lasting feud had been started in the school. So after supper, when I knew that both boys were in the recreation room, I went in to see how they were getting along. I found them sitting together in friendly conversation, as if nothing had happened. The young folks, far better than we who are older, know how to forget and forgive.

G has a radio, a luxury which most of our boys do not have here at the school. Whenever a student is in the infirmary, if he has no radio of his own, G lets him take his. It is most generous in a boy to deprive himself of good things so that others less fortunate than himself can enjoy them.

H, when ready to retire at night, places his chair besides his bed and puts his clothes neatly upon it. This keeps them clean and unwrinkled. The practice gives H a better appearance, develops within him a fine habit, and makes things easier for his mother when she does his washing.

J brought me the outline he had received back in his English class. He had not grasped the idea of what was wanted and had made many mistakes. He came to me and asked if he could not do his assignment over again in an attempt to improve his work. A boy with a spirit like that is bound to make good.

The students themselves dubbed the subjects of my talks "Today's Hero." I think that this is a pretty good title.

It is a big satisfaction to note little improvements here and there as the boys have brought before them each day what is considered praiseworthy.

EDUCATION FOR WORLD FELLOWSHIP

DAN CAPPA
Cleveland Junior High School
Seattle, Washington

HOUSE Resolution 215 to create an International Office of Education, which has been passed by both houses of Congress, is a first step toward world tolerance. Educators throughout America can help in making this resolution a reality. The writer's interest in it and in international education stems from graduate study in the field of pedagogy and international affairs.

The World Organization, which is in the process of growth, will provide an international office for the purpose of bringing out the vast possibilities of education in developing world tolerance.

Education is a potent weapon, whether used for good or evil results. The fanaticism of young Japanese and Germans was the result of years of education in the wicked doctrine of world conquest. Youth can be trained to be tolerant and decent. When this is done throughout the world, we can have a sound foundation for world peace.

The international office of education, organized on a consultative and advisory basis, will not try to make all the cultures of the world identical. It does not propose that education shall be forced upon any nation.

Its function will be similar to that of the International Office of Labor. It will be a clearing-house for the exchange of educational ideas. Standards can be set for the various levels of education, statistics gathered, commissions organized to prepare curriculum material, and it can facilitate the exchange of international students and professors, thereby assisting in international goodwill.

Many may feel that there is danger of political propaganda in the establishment of such an office. Risks, however must be taken for certain gains. The risk from an international agency will be no greater than the propaganda we have had in the last twenty-five years from the dictator countries. They were not backward in spreading their doctrines to other neighboring countries.

Humans of the world have many similarities which are universal in character. Regardless of color or race, the wants and woes of men are similar throughout the world. Building on this foundation, education can develop the pattern of proper attitudes that will go far toward bringing better understanding between nations.

World tolerance and democracy can't be taken for granted. If not cultivated and nourished, they will eventually wither and fade. They can survive only in the fertile soil of education.

HOW MANY TO A TEACHER?

Part Two of a Two-part Symposium

Willard S. Elsbree, Professor of Education, Teachers College, Columbia University, Chief Advisor for Workers in Elementary School Administration—There should be a regulation throughout the Ameri-school systems that no elementary school class should contain more than 25 pupils. This declaration is founded upon the importance of individual attention to children in their early years when they are learning the basic skills which must underlie their future educational careers.

Of special concern in the elementary grades is the so-called "problem" child. His successful adjustment to his classroom work and environment may possibly be a deciding factor in his future happiness. However, the teacher with a class of many more than 25 children will not be able to devote the time and energies to such a child which her conscience and training tell her he needs. Furthermore, with six subjects to teach, an elementary grade teacher will find a variety of problems face the children in her class as each experiences varying degrees of difficulty in learning a given subject. A large class precludes work adapted to individual learning abilities. Lastly, the socializing influence of classroom participation will be greatly vitiated if the shy, non-aggressive child is denied suitable opportunities to take part in daily activities because a large, unwieldy class pushes him into the background.

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Perry D. Westbrook, Department of English, New York State College for Teachers, Albany — I should like to say a few words concerning large classes in English composition. It seems to me that no class in which writing is taught, no matter what the educational level, should contain more than twenty-five students and that no teacher should attempt to teach more than three such classes simultaneously. In other words, a teacher cannot instruct more than seventy-five pupils in composition effectively; if he attempts more than this, the students, as well as himself, are bound to suffer. The reason, of course, is the same as that which makes for inefficiency in all large classes or over-crowded schedules —the lack of opportunity to give students individual attention. But in writing, individual attention is the *sine qua non.* Five minutes of personal conference between teacher and pupil over a composition may produce more results than five hours of group instruction. It is true that by planning carefully, a teacher can alternate his classes between composition and the less time consuming literature units so that only a portion of his students are turning in papers at a given time; but this arrangement is unsatisfactory, as it must almost inevitably result in the teacher's skimping on the total number of themes required of students—and in learning to write one needs constant and prolonged practice.

It is odd that the effects of fatigue, which have been recognized as reducing the worker's efficiency in business and industry, are virtually ignored as regards the teacher. A tired teacher is no more effective than a tired telephone operator or a tired riveter. The school children of America certainly deserve to have rested and alert teachers in their classrooms.

One of the greatest causes of fatigue, according to psychologists, is the feeling of inadequacy that comes when one realizes that circumstances prevent him from doing his best. Frustrated work means nervousness and discouragement; successful work means exhilaration and enthusiasm — two important qualities in a teacher. The teacher who knows that he has more work than he can possibly do really well is bound to reflect his frustration in the classroom. Here is perhaps the most harmful influence of the over-loaded teacher on the students. I have spoken of it particularly in regard to composition, but what I have said is true, I am sure, in other subjects.

Let us have a Harvard Report on this subject. The main problem is not so much what the students should be taught but how they can be taught it under the existing conditions. We know, for example, that many high-school graduates can't write their native language. What we don't know is how to get the help that will enable us to give them the instruction that they need.

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George W. Lyon, Former High School Principal; Pittsburgh Pa. —The American mania for mass production has hit our schools, and hit them hard. Education is the very last thing that should be turned out on the assembly line. Cremona and Stradivarius violins were not products of mass production. If a good violin is the fine and carefully wrought instrument of a master hand, why should not something of the same thought, artistry and skill be given to the education and development of each individual pupil?

Let us bear in mind that pupils in classes of 40, 45, 50, and even more, can not, in the very nature of the case, receive adequate instruction that reaches the individual pupil, gives him guidance, direction and inspiration. In some respects the ancients, Jews, Greeks and Romans, were better educators than we of today.

I wish to quote a passage from *History of Education* (American Book Company) by Dr. Levi Seeley, formerly Professor of Pedagogy in the New Jersey Normal School, Trenton. Dr. Seeley is discussing early Jewish education, as follows:

The rabbis required, A. D. 64, that every community should support a school, and that attendance should be compulsory. This is the first instance of compulsory education on record. If a town was divided by a stream without a connecting bridge, a school was supported in each part. Not more than twenty-five pupils could be assigned to one teacher, and where the number was greater an assistant was employed. If there were forty pupils, there were two teachers. It will thus be seen that the Jews put into practice eighteen centuries ago a condition of things which, owing to the complexity of our civilization, is with us today largely an unrealized ideal.

It seems desirable, and the experience of teachers in both primary and secondary schools would justify the conclusion that twenty-five pupils to a class is about the maximum number for satisfactory results to pupils and teachers alike.

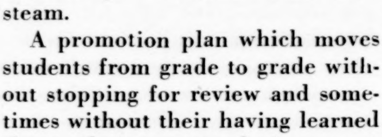
Grade school groups are too large on the average in our public schools the country over. One advantage that the private school will always have over the public school is the fact that the first-mentioned deals with smaller groups.

Myrtle Mann Gillett, Supervisor, Public Schools, Philadelphia, Pennsylvania — The one-room school has come back and not in country districts, but in some of our big cities. Unfortunately, it has all the disadvantages and none of the good points of the old rural school. In every grade, it is an agglomeration of pupils of diverse backgrounds and abilities who have been "promoted" simply because they have come to school often enough.

To the question, "How many children do *you* think you should have in one class?" twenty-eight teachers, from kindergarten to high school, replied in substance, "That depends on the children." If a class of 20 pupils is composed of 4 to 12 levels of achievement—in reading for example—this class, say teachers, is likely to be less successfully taught than would be a class of 40 well-prepared pupils able to go on under their own steam.

A promotion plan which moves students from grade to grade without stopping for review and sometimes without their having learned the work in any grade is a great extravagance. The overburdened teachers of the new "one-room schools" hope fervently that the number of pupils per class and the schemes for promotion and grouping may some day be based on common-sense appreciation of human beings and what they can learn and do.

Even in a homogeneous grouping, whether of bright or dull pupils, small classes would mean the best use of *all* the gifts of *all* the pupils; time given when time is needed; and speedy progress where speed is possible.



"*Move to the back of the bus, please.*"

Lewis H. Chrisman, West Virginia Wesleyan College, Buckhannon, W. Va.—One expert tells us that small classes are the more effective, and another states with equal positiveness that the advantage is on the side of larger groups. It must be remembered that the size of the class is only one of many factors that enter into the situation. On the college level we are inclined to agree that in the required courses in composition for freshman the number of students dealt with at the same time should be rather small. Nevertheless, the last time that I visited several classes in that subject, the deadest and most futile contained fifteen students and the livest and most dynamic more than forty. Here, as in many other places, it is dangerous to dogmatize.

That a class should not be so excessive in size as to prevent the teacher's thinking in terms of individuals is a general principle which would be hard to confute. Without a degree of personal touch any educational effort is almost certain to fail. Especially in elementary schools, it is imperative that the classes be small enough to give the teacher a chance to face individual problems. Later the size of the groups can be increased.

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Worth McClure, Superintendent of Schools, University City, Mo.—The argument against large classes is based upon qualitative rather than quantitative grounds. There probably are ways of cramming information into pupils in large classes. No way has been found, however, of cultivating individual personality en masse.

If we recognize the growth of the individual, and I think we do, as a valid educational objective, then working groups in both elementary and secondary schools must be small enough for the teacher to know each pupil as a person.

MAKING THE MOST OF YOUR P.T.A.

REGINA MADDEN

A MOTHER recently complained: "The last time I went to a PTA meeting, I stood for twenty minutes waiting to speak to Bobby's French teacher while another mother held her up telling her what a brilliant student her Mary was. When I finally got the teacher's attention, all she had to tell me was that Bobby had ability but was not making the best use of it. That I had already learned from his I.Q. and his report card. After going through the same procedure with each of his teachers, I went to the meeting of the parents in the hall, where I listened to the officers and commitee members of the association make their reports on a scholarship fund that was being established and a bridge party that had been held for the benefit of the fund, and then sat through a picture publicizing the coming War Fund Drive. Now will you tell me what good my going to that meeting did Bobby?"

In many comunities, the P.T.A. lacks vitality. It has become enervated because it has sometimes failed to meet the needs it was established to serve. And what are those needs? What does the parent expect from the P.T.A.? He expects advice that will help him to solve the problems that arise in connection with the upbringing of his children. He wants to be able to give his child the proper home guidance, but he frequently feels the need of assistance in doing this.

There are so many situations involving the children that arise in the home and that stir questionings in the parent's mind as to their correct handling. What should one do with a stubborn child? What are the most favorable hours for studying? How can one determine for what type of work a boy or a girl is best suited? How late should high school students be allowed to stay out at night? On they go endlessly—the questions that arise in the parental mind. What is the teacher's answer? What have other parents learned from their experience? It is in the hope of getting answers to these questions that the parent first goes to a meeting of the P.T.A. It is around that need and that hope of the parent that the P.T.A. should plan its programs.

Too often the burden of taking the initiative in planning the programs rests on the school alone. If the P.T.A. is to function with maximum effectiveness in promoting the welfare of the students, the parents must assume a portion of this burden commensurate with their responsibility. It is not enough that the P.T.A. confine its attention to the school life of the children. It must include in its focus their out-of-school life as well. The one phase of their life can not be dealt with wisely without consideration of its complementary phase. That is the reason why the co-operation of the parents is essential. They hold the necessary information that the teachers lack. They know better than anyone else the problems that spring up out of school and the background of the problems. For that reason the parents need to take an active part in organizing the meetings.

To attract a large attendance, a program must have a definite emphasis. It is not enough to announce merely a meeting of the P.T.A. The parent must be given a specific reason for attending. Therefore the particular topic with which the meeting is to deal should also be announced. For example, the topic chosen by the committee might be vocational guidance. A week before the meeting a letter should go out to Mrs. Jones, for instance, asking whether her Johnny had decided what to do when he finished school and inviting her to attend a lecture on "Helping Your Child Choose His Life Work" and to talk later with Johnny's teachers about his special aptitudes. It would be well to hold the personal conferences with the teachers after instead of before the general meeting as the topic of the meeting would give a purposeful bent to the subsequent conversation with the teacher.

Meetings to which special groups are invited usually prove to be better drawing cards than general meetings. Such a meeting might be called of the parents of College Preparatory Seniors, with topics of discussion announced of the nature of "Selecting a College" and "Financing Four Years at College." In April there might be a meeting of parents of the Seniors not taking the College Course to hear a talk on "Positions Available to the High School Graduate." In June the parents of failing students might be invited to a discussion of the advisability of attending summer school. The more closely the program is slanted toward the individual parent and his problems of the moment, the greater will be the response to it.

The attendance at a meeting is always larger when the announcement of it is personal in tone. To be sure, it would not be practical to attempt sending out a personal typed letter to each member of a large organization, but a form let-

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ter with the names typed in would convey the personal feeling if worded properly. Such a form letter might be similar to the following:

Dear Mrs. ....

As you can see by ....'s report card, ... school work is not satisfactory. If .... is to pass for the year, it is necessary that .... work should begin to improve at once.

On Monday evening, January 20, at eight o'clock, a lecture on "Saving the Student from Failure" by Dr. Robert Davis will be given in the school auditorium under the auspices of the Parent-Teachers' Association. After the lecture there will be an opportunity to confer with the teachers.

I feel sure that you will find the lecture and the conference of interest and value. For that reason I look forward to seeing you at the meeting.

Sincerely yours,
.... , Principal

Topics for the general meetings may be suggested by the following list: Home Study Habits, Students' Recreation — When and What Kind? The Problem Child, Planning a Home Schedule for the Child, Selecting a Course of Study, The Child that Lacks Self-Confidence, Home Health Habits, Disciplining the Child, A Summer Schedule for the Child, Training the Child to Co-operate, Helping the Boy through the Girl-Silly Stage. The Student that Works after School, Developing Special Talents. Parents should be invited to submit topics that they would like to hear discussed at length. Their suggestions will be a gauge of the needs of others.

Frequently the only speaker at these meetings is the principal of the school. Whereas his message is usually worthwhile, there is an increased interest when the speaker is someone who has not been heard before. The unknown stimulates curiosity. It is true that the treasury of the association rarely permits the hiring of outside speakers, but this condition need be no deterrent. The average teacher besides being a specialist in several of the departments in which the chosen topics belong is also a good speaker. So the school faculty can be drawn upon for speakers. Among the parents too will be found many competent to give a helpful talk. They should be made use of.

The P.T.A. that works best is the association that is conducted on a co-operative basis with the members exchanging their experiences within a selected category. In the experiences offered for consideration, the members will find a common denominator of truth, which will give them guidance. This co-operative element may take the form of a question period. At the opening of the meeting the parent needing advice places in a box designated for that purpose a slip of paper on which is written a question pertaining to the perplexing problem. In the course of the period the presiding officer reads aloud the questions, which may vary from "How can I develop habits of personal neatness in my thirteen year old son?" to "How can I persuade my daughter to stay in school until she graduates?" Various members then volunteer answers based on their personal experience. At first it may be necessary prior to the meeting to request certain qualified members to participate in the discussion. After a time the more diffident will make contributions. Not only will the parents find help in the advice of others, but they will find also encouragement in the realization that they are not the only ones confronted with child worries.

Any organization in which many of the members are taking an active part is sure to have vitality and value. As many parents as possible should be called upon to serve on committees as well as to take part in discussions. Whenever possible the names of all serving in any way at a meeting should be printed in an account of the meeting in the local newspaper. The effect of this publicity in building up interest will prove to be surprising.

Never was the need for Parent-Teachers' Associations greater than it is today. The social conditions accompanying the war, from which we shall receive a backwash for some time after the war ends, have created problems of child care and guidance more numerous and difficult of solution than those of any other period. The business of bringing up a family was never a simple or easy one. Today it is more involved and difficult than ever. Parents need assistance, the kind of help that they can get from the advice of the student of child psychology, the expert in child guidance, and above all the experienced parent. The P. T. A. when efficaciously organized and functioning is the best agency for giving this kind of help. But before the members can draw dividends of assistance from the P.T.A., they must invest an active interest in it.

IN WINCHESTER

OLGA ACHTENHAGEN
High School, Plainfield, New Jersey

In Winchester and Widdecombe
The dusk comes early now;
From Sherwood down to Savernake
It shadows every bough.

In Chelsea and in Kensington,
Yes, even in Earl's Court
The dark comes down quite suddenly,
For winter days are short.

And if the little children
Linger at dusk to play
In hedgerow or on High Street
Let no one say them nay,

For they have known stark terror,
They have not known how sweet
It is to see the lights of home
Shine bravely down the street.

WHY NOT PERMANENT PROSPERITY?

S. FLOYD STRAITIFF
Schenley High School
Pittsburgh, Pennsylvania

OUR depressions occur about three times as frequently as wars and unquestionably cause great suffering. Our history of the United States, much like the history of other nations, is divided almost equally into periods of prosperity and periods of depression. We have averaged one depression in every nine years during our national history. For example, we had serious depressions in 1873, 1883, 1893, bad times in 1903, 1907, 1914, 1921 and, most serious of all, beginning in 1929. We, of course, might continue the 'so what' attitude, assuming since we have always had them, they must be unavoidable in our economic system. But many now doubt the necessity of depressions. We have come to believe they are no more necessary than are smallpox, typhoid fever and other diseases that were once considered inescapable because they were a curse of God or at least inherent in our social and physical make up.

Economic distress may very well be regarded as a social ailment, a disease of society. The causes are just as real as are those that produce typhoid. When we knew nothing about bacteria we blamed our bad health on divine providence. The 'giants of wisdom' were satisfied; 'little men' from time to time experienced new ideas, some of which have revolutionized our way of life. Their findings have benefited mankind beyond measure. We are making similar discoveries in the economic field.

A physician whose every second or third patient died would soon find himself without a following. A business man who regularly experienced failure in his business undertakings would naturally expect criticism of his methods. It is surely reasonable to question our social and business practices if on an average of every eight or nine years, our country experiences serious economic reverses.

In economics, the rhythmic rise and fall in a nation's volume of business over a period of years is termed the business cycle. The economists usually speak of the cycles being divided into four periods. The order of the periods is: prosperity, crisis, depression and recovery. No one of these periods is the first or the last. A point of interest and importance about the division of the business cycle is that the very things that characterize or identify any period are, when unregulated, the causes of the ending of that phase of the cycle and the beginning of the next. It would seem natural then, that if we are to prolong prosperity, we should control those characteristics of the prosperity period which, if unregulated, will produce an economic crisis and result in depression. If such controls are possible, prosperity for society as a whole might very well be permanent.

Now as to what the characteristics of certain periods of the cycle are and what controls have been or could be attempted. Some outstanding identification marks of the recovery period are: 1. Credit expands cautiously, 2. There is a similar expansion in industry, 3. Incomes in the form of wages and profits are improving, 4. Spending is increasing, 5. A greater demand for economic goods results in more employment, greater incomes, greater demands and so on. This is all highly desirable and when continued for a period of time, a point in our economic development is reached which we call prosperity. Now the situation is similar to a time in our social wellbeing when we are free from plagues and epidemics. We are anxious to know how to remain that way. In this case, how to remain prosperous.

Or are we actively anxious? Is the problem so great that nothing can be done to prolong prosperity? It is well to keep in mind the fact that during our entire history we have never failed to go into an economic depression at regular intervals and have spent as many years of our history in depression as in prosperity. We are able to arouse great activity and patriotic enthusiasm when war threatens. Why not when depression comes? Have we not been educated to this phenomenon as we have been to plagues and wars? That society as a whole or any particular group would oppose the regulations necessary for continuous prosperity seems absurd. All would benefit from prolonged good times. Then why not have them?

During prosperity, credit expansion reaches a point that future events always prove to be unsound. This promotes speculation of all kinds, the most dangerous being overexpansion of industry. When industry overreaches a sound program by stepping up its production in ever increasing amounts, it cannot escape increasing its production costs. Speed-up production beyond a certain point is wasteful of material and labor. As competition increases among industries, labor costs increase because of shortage in manpower. True, this would give increased purchasing power to labor if prices were regulated. However, what happens is that the producer finds the increased costs reduce his profits, so in order to recoup, he increases prices. And so begins a vicious circle of price increases and strikes to bring about wage increases. This, to many, seems an absurd condition in our economic organization.

Labor cost is not the only item that increases production expense. The increased cost of transportation, storage, raw materials and machinery are a few of many. They, of course, have been influenced by the same conditions. Therefore the same outcome is inevitable. That is, a point is finally reached where labor cannot purchase the things it produces with the wages it receives. When this happens, the producers have lost their most profitable market. When this market begins to fail, industries close. This in turn further injures society's purchasing power and the decline is on which ends in depression.

A rather common explanation of this situation is that industry has overproduced. The term overproduction so used is meaningless, or worse, misleading. There is no proof that the United States or any other country has ever produced more than the people of that country needs for maintaining a respectable standard of living. In an exhaustive study made by the Brookings Institution about 1929, many pertinent facts were made clear about America's capacity to consume. For example, a family income of $2,000 was sufficient during the 1920's to give only the bare necessities and yet 60 per cent of all families were below that income. Seventy-one per cent had family incomes of less than $2,500 per year.

A deduction drawn from the Institution's findings was that if the majority of families had received incomes of $2,500 or more we would not have had sufficient productive equipment to have produced the goods demanded. This of course assumed that the purchasing power of the dollar remained the same. There seems to be strong proof that our problem is not one of overproduction but one of underconsumption due to lack of purchasing power.

A similar condition seems to exist in world economics. This is clearly pointed out by Eric Johnston in Reader's Digest, June 1945. Mr. Johnston calls attention to the striking fact that in 1929, England with about one tenth the population of China, purchased from U.S. goods valued at about seven times those shipped to China by us. This of course was due to England's greater wealth resulting from modern industrial development. He gives other proof that wage increases in foreign lands due to the industrial growth of those countries create greater markets for all. It is doubtful if this observation can be successfully contradicted. We feel reasonably certain that the standard of living throughout the world could be raised if a wise policy of industrialization were followed. But it must be sound. Selfishness of nations and of individuals must be regulated in the economic field as well as in the government or political.

This example of the international situation simply emphasizes the problem within our own country. What is true of a society of nations is true of a society within a nation. If the purchasing power of the majority is sufficient to purchase enough of the products of production to make a fair standard of living possible, there will be prosperity for those who receive wages and those who receive profits. Probably the one reason more than any other preventing a continuation of such prosperity is the selfishness of man. Labor strives to gain the bulk of production through wages, and management tries to get an unjust share through profits by keeping prices high and production costs down. In the past, victory has often gone to management. Prices increased more than wages. Labor then could not purchase what it produced. This was indeed a questionable victory for management. Although it won a victory in the struggle for high prices over low wages, by the same token it lost its best market, the wage group, and therefore lost its profits. The result was disastrous to both the wage group and to management. When the demand for goods was greatly reduced, factories closed, thereby further reducing purchasing power. Depression was the outcome.

The critics of reform say that management must retain its high profits per unit of production. Why that argument persists is difficult to understand. History has endless proof that management and labor have grown richer as production has increased. A smaller profit on a greater amount of goods has brought greater wealth to all. A smaller profit per unit plus improved methods of production can bring lower prices. It has done so in the past in much of the world all down through the ages. Lower prices will result in greater demand, other things being equal. Greater demand tends to result in more production therefore more jobs, more purchasing power, more demand, more production and so on. Selfish demands on the part of labor or management can prevent this movement from functioning satisfactorily. It has done so at regular intervals in the past. Few attempts have been made to regulate it.

Some things that must be considered and some questions that must be answered affirmatively if we are to have permanent prosperity are: 1. Can our economic system meet our needs? 2. Can agriculture supply us sufficient food? 3. Can our economic system furnish sufficient jobs? 4. Can purchasing power necessary to maintain a respectable standard of living be had by those who wish to work? 5. Can reasonable profits be earned by capital? 6. Can all these be kept in balance? Surely these few questions do not present a problem that is unsurmountable for our society or our government.

We have a democracy, that is a government for, of, and by the people. That would seem to mean that the people make up the government, or the other way around, the government is the people. It would then seem in order for society to work out answers for these problems. There is little or no record in our history that society has made any prolonged or concerted effort to work out an economic program that would protect its members from the suffering and privations of depression. Nor has society exerted itself to set up a system that would at all times in this naturally rich and most favored land give each and every individual an opportunity to earn sufficient wealth to maintain a respectable standard of living. Our society has become highly interdependent economically. This necessitates greater and greater cooperation from all members. The 'rugged individual' in a motor car on our highway can be a menace to others. That type of individual can be a menace in merchandising, in labor and elsewhere in a present day complex economic system.

Our economic system can meet our needs. During 1928-1929, our industries as then set up produced at about 80% to 85% capacity. The war has demonstrated we are able to increase both productive capacity and efficiency. Possibilities in food production are almost without limit. Since the coming of the Industrial Revolution the number of jobs has increased as we have become more industrialized. True we have reduced the hours of work and increased the pay but by and large, total profits and demand for labor have increased. This experience in our history—and it has been repeated in all countries that have become highly industrialized —would prove that sufficient jobs and purchasing power are at all times possible if the human element does not interfere.

Automobiles are privately owned and operated, but for social welfare the speed and even the amount of gas must under certain conditions be regulated. The same idea can be, and to some extent now is applied to banking, food production, public utilities and so on. The question now is how much further does the welfare of society require this regulation to be carried. We seem to be somewhat conscious of the fact that international concentration of wealth and economic power is undesirable, for we are questioning the desirability of cartels. Education will in time bring to more people a clearer understanding of the problems within the nation.

If our ultimate objective is permanent prosperity, we cannot attain it so long as the present abuses remain. No individual business can be expected to go far with a program of price reduction and wage increase. It would be economic suicide in most cases. The producer as well as the consumer must be protected. And within each group they must be protected from each other. The new "Federal Industrial Relations Act" may be a move in the direction of better protection. These are problems of nations as they grow older. We must not look for some secret weapon or new industry to win economic success. Wherever the members of a group are highly interdependent, our social welfare demands a strong regulatory program.

In industry, in the army or wherever the members of our group are highly interdependent, there must be a strong regulatory program. Our social welfare demands as much.

INSTRUCTIONAL FILMS THAT DO NOT INSTRUCT

WILLIAM H. YATES
West Babylon School
Babylon, New York

EVEN a casual examination of the current issues of a few educational magazines will reveal an increased emphasis on the advertising of motion picture projectors and films for use in the schools. Most administrators and teachers foresee an increased use of this medium of instruction in the years immediately ahead. It is, I believe, logical to assume that most manufacturers of instructional films plan to increase their production of these films as rapidly as facilities permit. This increased use of films by the schools for instructional purposes will produce the anticipated desirable results of increased understanding and improved retention only if one change is made in their composition.

Because of the much greater cost of producing and projecting sound films than silent ones, they first appeared as a product of Hollywood, and were first used in commercial theatres. Under the Hollywood method of classification the poorest films, like the smallest olives, are merely "colossal", and any grade B picture must boast at least Iturbi, Goodman, and Jaroff and the Don Cossacks. Consciously, or otherwise, this "modus operandi" has found its way into the manufacture of instructional films, and the 50-piece orchestra, so cleverly hidden in the wings, manages to obscure

XUM

the explanation of the narrator just often enough to leave the audience, who came to be instructed, wondering whether the film dealt with the beauties of autumnal foliage or the intricacies of photo-synthesis.

In the coming deluge of instructional films, let us have the speech of the narrator unspoiled by background music to create atmosphere, and teachers and pupils alike will endorse the use of these instructional aids, although they may be only "colossal" in Hollywood.

ACROSS THE OFFICE DESK

Little Vivian

JAMES N. EMERY

LITTLE Vivian was having a delightful time in the grocery Saturday morning.

I took perhaps more than an academic interest in Vivian, for her mother had been in my office Monday — somewhat disgruntled because we wouldn't enter Vivian in the sub-primary; causes of refusal being that Vivian was not quite four, and that school had been in session some three months before mother abruptly decided that she'd like to have her in school. "She is such a dear, bright child. She can't bear to see the other children go to school and be left out herself."

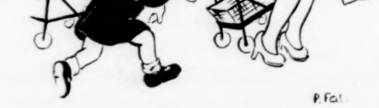
Well, to resume, little Vivian was thoroughly enjoying herself at the supermarket that morning. Of course it might be that the hundred or more other persons in the store who were struggling with the problem of their weekly shopping weren't having as pleasant a time. Vivian is a noisy little miss with long red curls hanging down her shoulders, a shrill and penetrating voice, and as elusive and irritating as a cricket which skitters about your living-room.

Vivian didn't confine her activities to any restricted spot. She had possessed herself of one of those wire-basket perambulators that the self-service markets put at the disposal of their patrons, and she proceeded to go charging gleefully up and down the aisles. That her erratic course bumped into shoppers in every corridor; that she sideswiped a stack of cartons and sent them tumbling; that she spilled a tier of canned goods and sent them rolling about the floor; that she came into contact with numerous shins and pet corns and snagged more than one nylon in the course of her mechanized assault; all these were but gleeful incidents to her.

"No-ow, Viv-ian!"

But that was the only faintly deprecating protest. Possibly Mrs. Jones felt a secret pride in the liveliness of her offspring. And the stony glare that Mrs. Jones gave me, as I went by with my own loaded perambulator was eloquent. At any rate, Vivian raced up and down the store unchecked.

Vivian's activities were by no means confined to the empty basket-carrier. She poked inquiring fingers into other people's baskets, lifted out the packages, pinched the bundles and cartons, and drew upon herself malefic glares from half a dozen disturbed shoppers who were undoubtedly wishing they had a few minutes alone with Vivian. She made a bolt for the store cat, and when that wise feline dashed for safety to the storeroom, traffic in the way was in almost as much danger as a car in the path of a firetruck speeding to a two-alarm blaze.



She mimicked the somewhat cockney accents of two elderly shoppers graphically, if not politely. She came to her mother's own shopping collection hugging a cellophane bag of brightly colored candies so tightly that the package gave way, and part of its contents went scattering over the floor. Ordered to put it back on the shelf, Vivian set up a despairing wail that resulted in her mother's weakly allowing the item to be included—a sound bag this time, however.

And when the time came to line up beside the cash-register, Vivian climbed the rail that marks the passageway and teetered back and forth upon it till the fastenings all but gave way.

Delightful little youngster, Vivian. One can readily visualize the sunshine of the home in which the little cherub plays around all day. Childish little fingers—

Of course it isn't always possible to leave the Vivians and Charlies at home when the necessary shopping has to be done. Indeed it is a step in a child's education and sense-training to have her accompany the parent to the store once in a while. But all youngsters, whether children, kittens or puppies, have to be taught what they may do and must not do, in order that they may be live-with-able.

I remember how Vivian hung over the edge of my desk during the interview earlier in the week. "Mam-ma! Whassat for? Mam-ma!" How her eager little fingers were poking around the buttons on the control-board that rings the bells, the telephones, or the gong that sends the entire building out in a hurry. And before I even dashed Mrs. Jones' hopes by telling her that we could not take Vivian, at least not this winter, she had declared, "Now I'd like to see that the teacher doesn't speak to her harshly—it would break her little heart. Vivian is such a high-strung, nervous child. So sensitive—"

I feel reasonably sure that Vivian should be spoken to harshly. Something more than sharp speaking is needed in Vivian's case. Speaking professionally, I should recommend the back of a hair-brush.

Only—the root of the trouble lies back farther than Vivian. The problem child is a development of the problem parent.

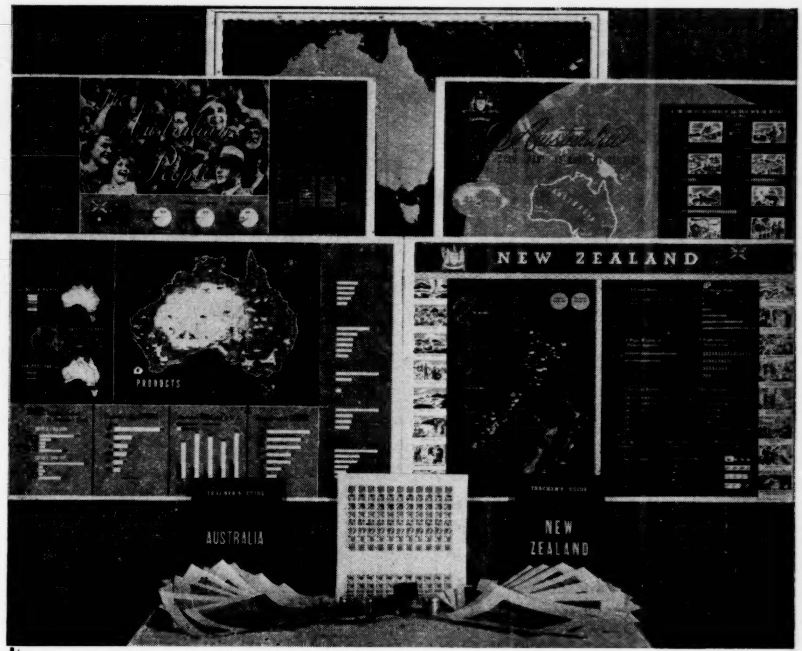
It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Schools Not Used Enough

A new function of the school is that of recreation. Too long, its work has been merely academic; and too long has it been closed three or four months during the summer, while children and adults spend their time loafing, loitering in the alleys or content merely to watch others perform. Schools involve too great an investment to lie idle while people wander around seeking someplace to go and something to do.

The middle of last year a ninth



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grade committee came to the office seeking permission to have recreational dancing one night per week. They reasoned along these lines: school work did not require all their time and, as it was, they spent their spare moments on the streets visiting with classmates and friends from other schools. These students said they would like to have a nice place to go one or two evenings per week.

I suggested that dances are not always easy to handle; that some parents object to their children's dancing; that sometimes the public objects to dances being held in public schools. The committee said they would guarantee that the conduct would be above reproach.

Cooperation always is a good policy—no administrative device is more important than group planning and group effort—these lay the foundation for tolerance, understanding and a feeling of mutual responsibility.

So it was decided to try recreational dancing subject to the following controls: (1) present and past members of our school and friends that they might invite could attend; (2) each one who attended was required to get a ticket at the office; (3) the hours were from 7:00 to 9:00; (4) two sponsors were to be in charge; (5) the building was to be well lighted; (6) those in attendance were not permitted to enter and reenter the building several times. They were either to remain in until 9:00 or stay out.

This program was an outstanding success; the conduct and cooperation of the students was excellent. At the last dance most of them thanked the sponsors and expressed joy in being furnished such pleasant surroundings in which to meet their friends.

PLANNING THE NEW BUILDING

J. N. VONCKX
Superintendent, Public Schools
Leland, Illinois

MANY school superintendents and board members are now or soon will be confronted with the problem of planning new school buildings without benefit of training or experience in this field of educational administration. As the administrator faces his responsibility for the expenditure of thousands or even hundreds of thousands of public money, he is often painfully conscious of the inadequacy of his knowledge. Such questions as "How do we get started?" "How big should it be?" "How can we get a good architect?" and "Where is the money coming from?" all too often remain unanswered for an embarrassing period of time.

The first step is to take a survey of the educational needs of the community. Here is an opportunity to enlist public interest in the enterprise, thereby engendering enthusiasm and the needed support for the bond election to follow. Solicit the suggestions of teachers and other persons who will use the building. Members of the school board, parents of pupils, the local P. T. A., businessmen's groups, community clubs, etc. can also make valuable suggestions. At this stage of the planning one must learn the answers as nearly as possible to the following questions:

1. What will be the population and enrollment trends during the next forty or fifty years?

2. Are consolidations with the contiguous districts, which will increase enrollment, likely?

3. Will the townspeople wish to use the building as a community center? If there are no other facilities available, it is recommended that provision be made for community activities in the school, since they tend to draw patrons to the building and make them acqainted with the program, thereby providing an incentive for greater public support of an activity in which the main beneficiaries, the children, are not voters and can not constitute a political pressure group in the competition for public funds. Attractive innovations to the traditional school plant are being provided in the buildings of many districts where the town library, auditorium, gymnasium, shops, laboratories, etc. are thrown open to the public at times which do not interfere with the regular school routine. In fact, the night school program for adults or recent graduates in many communities has grown to almost equal the day-school program. The requirements of the locality in this respect should be anticipated as nearly as possible and provision made accordingly. If the library, auditorium, gymnasium, or other rooms are to be used outside the immediate supervision of school personnel, it should be possible to close off those portions of the building not in use to obviate additional surveillance at public gatherings.

4. What changes in educational emphasis are likely to develop during the life of the building? In this connection, extension of manual and household arts and health services are almost inevitable, with introduction of pre-school and kindergarten, transportation of pupils in rural communities, and feeding of the student body within the school plant highly probably if not already in process.

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Since housing the best possible program, rather than tailoring the program to fit the building, is the object, the answers to the foregoing questions should constitute the basis upon which suitable educational construction is designed.

In most cases it is desirable to secure the services of some educational expert to advise the school board either during or after the educational survey. The departments of education of the state universities as well as private institutions in most states are ready to furnish or recommend qualified persons for this work. State offices of education also have suitable persons available or can make recommendations.

Many believe that the architect should be chosen before or during the educational survey. There are many reasons for this. The architect can assist in making the survey, can pick sites, and make drawings and sketches of proposed facilities. Five to seven specialists known to have had educational experience should be contacted by mail and asked to submit their qualifications. The opinions of the boards for whom they have previously worked should be noted, and visits to some of their projects should be made when possible. When the field has been narrowed to two or three by board action, the men should be invited to a board meeting specially called for the purpose. Each man might be allotted forty or fifty minutes in which to amplify what the board has learned of him by mail and other means. After these interviews the board members should make their choice. The board must have confidence in their architect, and the architect must have confidence in the board.

There is a standard architect's contract which should be drawn up to specify the architect's services in detail. It should be carefully checked and approved by a school board attorney. If a local man is qualified and available the board may specify his appointment under the title of Associate Architect. Under this arrangement the local man takes charge of those aspects of the operations with which he is familiar, and the specialist from outside with his office are responsible for all other details. Working agreements including division of the fee are made solely between the two architects involved, and should cost the board no more than if one man were in charge of the work. The standard minimum commission of a school architect is six per cent of the cost of the completed project, payable in two or three installments as the construction progresses.

Since school boards are specifically forbidden by law in many states from carrying sufficient cash balances to erect school buildings, it is obligatory upon them to borrow the needed funds through holding a school bond election at which the voters signify their approval of increased taxation to meet interest and principal payments on the funds borrowed for the project. The need for public approval at this election makes a public relations program for the new building extremely important. Adverse election results have temporarily or even permanently hamstrung many sorely needed building programs. Make full use of the press in keeping the public informed of building needs, what the board is thinking, the hiring of the architect, etc. Have school personnel appear before local organizations, speaking, showing slides, pencil drawings, cost charts, etc. The advertising manager of some local business concern or some other expert might be employed to prepare a brochure on the new building to be distributed to interested patrons and organizations. A well-organized campaign of publicity will pay big dividends in approval at the bond election and in subsequent interest and enthusiasm for the educational program housed in the building.

Due to the board's inability to accumulate cash balances sufficient for new buildings when needed, the commonest recourse is to the issuance of school bonds after approval at the polls as already stated. Other sources of income, however, can also be tapped when necessary. A few of them are the sale of old buildings, equipment, and property; state and federal grants in aid such as the federal planning assistance offered by the government last fall through the state offices of education and still available; and gifts from interested individuals and organizations. Board members should ascertain their bonding limit and decide whether the district can and will approve the tax levies necessary to meet the payments called for by the bond issue. Available finances should then be estimated and compared with the educational program to be housed in order to determine whether sufficient resources are available. It will be argued in many quarters that present high costs make building unwise at this time. However, high costs are partially offset by the lowest interest rates in years, from one and one-half to two per cent at present writing. The fact must also be borne in mind that when times are good and people are willing to vote a bond issue, costs of labor and materials will be high; while prices of labor and materials will only be low during depression years, at which time it is practically impossible to carry a bond election with the increased taxation involved. For these reasons many authorities are advising, "Make your plans now to be ready when materials become available."

Yes, it is a heavy responsibility to plan a building program that will involve large sums and that will either assist or hinder the educational program of the next forty of fifty years, but through the cooperation of all available community agencies, vision combined with ordinary good "horse sense" can produce a school building or an addition that will adorn a community and be an asset for years to come.

TEACHING THE LETTER WRITING PATTERN

JOHN H. TREANOR
Principal, Francis Parkman School
Jamaica Plain, Massachusetts

LETTER-WRITING is perhaps the most satisfactory kind of elementary school composition. It is contained in a recognized form, has a beginning, a middle, and an end; and it draws upon the common experience of boys and girls. The work lends itself to the ability as well as to the curiosity of children, can be presented in various interesting ways, by its nature can be divided into small teachable units, and without too much ingenuity can be practiced throughout the entire school year.

The high schools, both junior and senior, reserve for themselves most of the work on the business letter. They have the right, therefore, to expect that the elementary school shall have taught, and taught thoroughly, the elements of the friendly letter. Common experience of English teachers in the junior high schools points to one inescapable conclusion: that pupils from the elementary schools do not, by and large, possess the ability to write an accurate friendly letter—and this, more in form than in content. If those teachers could assume that their pupils knew the form accurately, they might then be free to delve into more felicitous terms of expression in the body of the letter.

Hence, the elementary school, among the other phases of English, has the obligation of teaching the friendly letter. The following suggestions may perhaps facilitate the actual work.

At a convenient time, rather early in the school year, a program of letter writing should be set up. It should include the three upper grades, and possibly the third grade as well. Teachers should understand exactly what is proposed, the time limits within which to work, and the results that may be expected. With concerted action on definite material, very much more may be accomplished than if the teachers evolve their own independent program. Hence, a co-ordinated project, under competent leadership, should aim at a unification throughout the grades concerned, so that both teachers and pupils alike will benefit by a common attack upon a common problem.

The Latin has an old saying, Festina lente—Make haste slowly. Whoever originated it must have been aware of that 'seasoning' which all intellectual progress requires. And nowhere does slow advance, so long as it is advance, pay greater dividends than in the elementary school. Letter-writing is no exception. Therefore, the study of the letter should proceed gradually and thoroughly.

Four weeks, then, are set aside to teach the form of the letter. The first week concerns the heading only; the second week adds the salutation; the third week, the body; and the fourth week, the closing and signature.

While it is true that the whole of the letter form may be presented in one week or indeed in one lesson, there is more to the letter than the first understanding of it. For as in processes in arithmetic, it is not enough to comprehend: by far the greater part of learning must be devoted to drill upon those small but essential factors. Hence, by teaching one part of the letter at a time, slowly and thoroughly, the probability of errors is reduced, and certain standards are established almost beyond the chance of mistake. These things, to be done properly, require time in abundance.

During the first week, then, the heading only is taught. For well-known reasons, the block form is used, with punctuation at a minimum. Before the address and the date are considered, teachers must take positive steps to surmount the greatest fault in the heading: its location. The difficulty, of course, is to begin the heading far enough to the left to leave a margin on the right hand side. Parenthetically, let us call the 'first' margin—and there must be one on either side of the paper—by the term 'holding margin,' with the indentation on the left retaining its customary term 'paragraph margin.' If, before writing the first line of the heading, pupils are required to put a small dot to indicate where the heading should begin, they will have found a simple and useful guide to the proper spacing of the heading:

20 Franklin Street
Brighton 35, Massachusetts
July 2, 1946

Whether the first numeral or word covers the dot is immaterial. That pupils shall first scan the page with the heading in mind is, of course, the point of the whole device. From extended experience, the use of the dot is extremely valuable for the correct placing of the heading. In fact, if the dot is required on every heading, the problem of position no longer exists.

Next comes the actual writing of the address and date. The address includes any number of variations, but certain essentials are common to them all. No abbreviation should be permitted, since elementary pupils are in no hurry. Post office numbers, like New York 8, Syracuse 3, and the like must be included; the city and the numeral not separated, but followed, by a comma. Difficulties in spelling of cities and states must be anticipated. The address requires but one mark of punctuation: the separating the city or town (and its post office number, if any) from the state. The date, except for the comma after the number of the day, requires no other punctuation, and generally gives little trouble.

For the lower grades, it may be desirable to have a separate lesson for the address and for the date, with the remainder of the week reserved for practice. Various examples clipped from actual letters should be posted, a model should be on the blackboard, and any

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other motivation should be used to drive home the form. By a program such as this, teachers will not find a week too long nor the innumerable opportunities to practice too much. If they will recall the number of times they have corrected the heading of a letter, after it had been assumed to be taught, they may appreciate what it means in time and energy saved, both for themselves and for the pupils, if these things are established once and for all—burned into their pupils with the strongest kind of teaching and with frequent exercises where not a single error goes unchecked.

The salutation is taught during the second week. It presupposes a knowledge of the holding margin, for if an error is made in the salutation, it is almost always a fault in position. Three rules must be learned for the salutation:

1. It begins on the holding margin.
2. Only the first word has the capital (unless there is a proper noun)
3. It is followed by a comma.

With the same thoroughness that characterized the work on the heading, the second part of the letter is driven home by frequent and various drill. Not the least useful work is a list of ordinary salutations, and, in practice, the heading and the salutation being cumulative, not a single error is permitted.

The third week is occupied with the body of the letter, the emphasis being not on the content but on the form. A body of two or three lines will suffice, one paragraph being advisable, and not too much time spent on the nature of the message. However, pupils must understand that the body of the letter is the most important part, even though fairly easy to learn. Once the idea that the body begins on the paragraph margin and (in a body of one paragraph) every other line begins and ends on the holding margin, no great difficulties need be anticipated.

The fourth and last week in the teaching of the letter form is concerned with the closing and the signature. The latter presents no difficulty, but the former contains several. In the first place, the position of the closing, beginning about in the middle of the line, must be taught. Next come two rules about the closing:

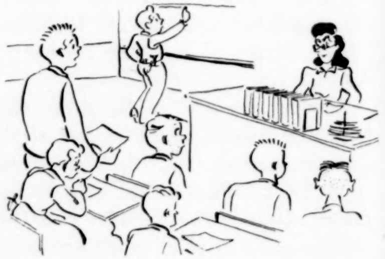
1. Only the first word has a capital.
2. It is followed by a comma.

From long experience with errors, teachers must anticipate the spelling of 'sincerely' and of 'truly'. With these things known and practised, pupils will find very few opportunities to make mistakes; and teachers who habitually find errors in the closing, may, by vigorous drill, entirely abolish them.

The form of the letter, therefore, is taught in four weeks. But it would be a great mistake to end the work at that time. All teachers know that pupils forget no less rapidly than they remember. It is one thing to have learned the letter form: it is something else again to retain that knowledge.

Hence, for another four week period (or some other convenient time) each pupil in the grades concerned is required to write a short friendly letter for before-school work. A sixth grade pupil can do the work carefully and accurately in five minutes; a third grade pupil in ten. The teacher must review the papers, must not permit a single error to go unchecked, and must adopt some workable system of sanction: otherwise the exercise is valueless. The amount of time spent each day is really negligible, but if it is purposefully used the results are amazing. After an extended period such as this, the form of the letter should be effortless. Thereafter, an exercise once or twice a week should suffice to keep alive the work.

Thus, the habits of a life-time are established and, except during the initial four-week period, without intensive effort. Likewise for the succeeding school years, since so many pupils are well-grounded in letter-writing, time hitherto spent on the letter can be applied, by some such method, to another unit of work. Not the least valuable feature is the uniformity of the letter throughout the school, with each teacher and pupil knowing exactly what to demand and to produce. Finally, especially in the upper grades, teachers will be inclined, the form of the letter being no longer a handicap, to attempt many variations of composition in the actual message to be incorporated in the letter.



I May Be Right—I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Should Absent Teachers Be Paid?

Board of Education rules and regulations concerning teachers have a direct effect on the welfare of the pupils. Any regulation that improves the efficiency of teachers is beneficial to the schools. Any rule that adversely affects the welfare of teachers is detrimental to the schools.

Liberal rules and regulations regarding absences of teachers are of definite benefit to the schools. They are a matter of fairness and justice to the employees. Here are the rules of the Perth Amboy, New Jersey, Board of Education regarding absences:

Section 1. As used in these rules and regulations, the term "teacher" shall mean any teacher, supervisor, principal, teacher-clerk, nurse, or librarian regularly employed by the Board of Education.

Section 2. As used in these rules and regulations, the terms "day's pay" and "per diem pay" shall mean one two hundreth of the annual salary.

Section 3. *Absence on account of death in the immediate family.* In case of the death of a member of the immediate family (immediate family as here used means parents, brothers, sisters, own children, husband or wife, and grandparents) of any teacher, or the death of any person who has lived in the home of the teacher for some time preceding death, such teacher shall be excused, without loss of pay, for a period not exceeding one calendar week.

In case of death of aunts, uncles, brothers-in-law, sisters-in-law, mother-in-law, father-in-law, of any teacher, such teacher shall be excused without loss of pay for a period not to exceed two school days.

Section 4. *Absence on account of personal business or pleasure.* No teacher shall absent himself or herself from school on account of personal business or pleasure unless he or she shall have requested and received permission from the Superintendent of Schools, or if he is not available, from the President of the Board of Education for such absence. Absence under this regulation shall be without pay, except that if such absences shall be for a part of a school day and it shall not be necessary to employ a substitute, the Superintendent may at his discretion grant such absence without the loss of pay.

Section 5. *Absence on account of Court Subpoena.* A teacher who shall have been required to attend a court of law by reason of having been served with a subpoena, shall be excused from school without the loss of pay on account of attendance at Court.

Section 6. *Absence on account of illness.*

A. In case of absence from school on account of personal illness, a teacher shall be allowed full pay for ten days absence during the school year. If a teacher shall have been absent on account of personal illness less than ten days during a school year, a maximum of five days of such leave not used that year shall be accumulative, and the number of days a teacher may be absent on account of personal illness during a school year shall be ten days plus the accumulated unused days of previous years as stated above, except that the maximum number of days allowed shall be thirty.

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Personal illness shall be interpreted to include physical disability due to accidental injury, including accidental injury arising out of and in the course of employment.

B. Any teacher who shall have had less than fifteen years experience in teaching in the schools of this city, shall lose per diem pay for each day's absence in excess of the allowance provided in Paragraph A.

C. Any teacher who shall have at least fifteen years experience in teaching in this city may be permitted by vote of the Board of Education to be absent on account of personal illness for such period of additional time beyond the provisions of paragraph A as the Board may determine with pay equal to the difference between the regular salary and the pay of a substitute but such period of additional time shall not be in excess of three months except by affirmative vote of the Board of Education on a written application by the teacher for an extension of the leave of absence as provided for in this paragraph. No such absence, however, shall extend beyond the end of the school year in which it is granted. And the request for the absence shall be accompanied by a physician's certificate certifying to the incapacity of the teacher.

D. The Superintendent of Schools may require a teacher to furnish a physician's certificate of illness before allowing pay for days absent on account of personal illness, and in each case in which he does not require a physician's certificate, he shall require a teacher to furnish a signed statement certifying to personal illness before allowing pay for days absent on account of personal illness. Statements certifying to absence on account of personal illness shall be made on official forms prepared by the Superintendent of Schools and shall be kept on file.

Note: The rules governing sick leave pay of teachers who are absent on account of illness shall apply to the cases of teachers who are unable to report for duty on the first day of school at the beginning of the school year. Teachers who are unable to report for duty on the first day of school due to personal illness shall so notify the Superintendent of Schools and shall furnish a physician's certificate.

E. If any teacher shall have made a false statement regarding absence, such statement shall be considered an act of insubordination.

Section 7. Teachers absent from school by reason of quarantine by the Board of Health shall not suffer deduction in pay because of such action.

PLAY FAIR IN PUPIL PLACEMENT

GILBERT L. BROWN
Northern Michigan College of Education
Marquette

IN SPITE of the well-known fact that children differ enormously in their capacities to learn, the great majority of our elementary schools are organized and conducted with little regard to these differences. The brilliant, the "average", and even the mentally deficient are required to pursue essentially the same curriculum. One curriculum for all children, it should be remembered, provides identity and not *equality* of opportunity, insofar as subject matter is concerned. Such a curriculum is clearly not adapted either to the slow or to the bright pupil.

In earlier times the teacher beat the slow pupil who could not comprehend his studies because it was believed he could master them if he applied himself with sufficient diligence. Although we no longer beat a child because of his dullness, we punish him in other ways. He is retarded if he cannot do the work of his grade, or, what is more cruel, he is promoted to the next grade where he is still more baffled by the curriculum, and where he is more easily recognized as the "dumb-bell" of the class.

It is not surprising, therefore, that the slow child so often becomes embittered with almost everything connected with school and tries to get away from it all. He feigns illness, plays truant, and runs away from home. He seeks to avoid school work because it is meaningless to him, and he sets out to find something in the world that will bring him the recognition which he craves, at least from his "gang." He may soon find it in the form of mischief, and then for the slow, embittered, frustrated child, it is only a short step to delinquency.

The unfortunate situation of the slow pupil in school may be exemplified by that of two boys in the same school.

The first boy is sixteen years old and is charged with delinquency. Although he is in the fifth grade, he cannot read simple sentences in a first-grade reader. According to the Stanford-Binet intelligence tests he has a mental age of eight years and six months, and an intelligence quotient of fifty-three. Here, then, is a mentally deficient boy who has spent ten years in the elementary schools and has not learned to read; furthermore, if he has received any benefit whatever from his experience in school, it is not evident. For ten years this boy has been chided by his teachers, called "dumb-bell" by his classmates, and "knocked around" by his playmates, and now he is considered a delinquent. But how could he be anything else? His home gave him an inferior mind, an undernourished body, and ragged clothes; and the school compelled him to spend ten years in listening to what he could not understand and in attempting to do the impossible—for him. This boy enjoys doing manual work, but no one has taught him to do anything adapted to his abilities. He should, perhaps, have been in an institution for the mentally deficient, but he was not there; he was in a schoolroom for "average" children.

The second boy is thirteen years old and is in the fourth grade. He has a mental age of nine years and five months and an intelligence quotient of seventy-five. Now, it is clear to everyone in the schoolroom, including the boy himself, that he is unable to compete on equal terms with the majority of his classmates, even in the fourth grade. On the other hand, he is larger and stronger than the other children, and as a means of compensation he has become a "bully" on the playground and the street. In all probability this boy will not remain in school beyond the fifth or sixth grade, and he will then spend the remainder of his life in a manual occupation. But the school has contributed very little, if anything, towards training his hands in a way that will assist him in any kind of occupation.

Although the slow pupil suffers from a one-track curriculum, the bright is handicapped almost as much. The experience of a superior boy in a third grade illustrates the disadvantage of bright pupils. The teacher reported that the boy was doing unsatisfactory work and was in danger of failing. He was given an intelligence test and the results showed a mental age of fourteen years and an intelligence quotient of one-hundred and sixty-five. In other words, the boy had the mental age that is commonly found in the eighth or ninth grade; and yet, he was doing unsatisfactory work in the third grade. In the course of the mental examination, the examiner discovered that this boy was reading regularly the Scientific American magazine and had read everything he could find in encyclopedias on the subject of submarines. When the examiner asked him why he did not study his lessons, he replied, "Oh, I don't like that easy stuff." It was clearly a case of rebellion and not a lack of ability. He was interested in subject matter adapted to the eighth or ninth grade and not in the "kitty-mousy" stories of the third grade level. The curriculum of the third grade was simply producing in this boy a condition of mental starvation.

A number of schools are making genuine progress towards providing curricula for pupils of divergent capacities, but the great majority are doing very little. The favorite gesture of the latter schools is that of dilution and enrichment, that is, of giving the slow a little less and the bright a little more of about the same kind of subject matter. This method is unsatisfactory, however, for two reasons. First, investigations show that in the ordinary classroom the brightest child can do from two to twenty-five times as much school work as the slowest. Now, any experienced teacher knows that it is impossible to make adequate curriculum adjustments to pupils of such divergent capacities when she has thirty, forty, or fifty pupils to teach. Second, the problem of adjustment involves more than quantity; the nature of the subject matter is equally or even more important. This point is brought out clearly in the case of the boys cited above. No amount of third grade subject

(*Continued on page* 181)

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The News Digest

OF EDUCATION IN ACTION

Federal School Bill Carries $232,000,000

WASHINGTON, D.C.—Federal funds estimated at about $232,000,000 annually, with no strings attached, are proposed for public schools in a bill three senators have introduced.

Sponsors of the legislation, a substitute for the Federal aid school bill the Senate rejected early in the present session, are Hill (D., Ala.), Thomas (D., Utah) and Taft (R., Ohio).

Exercise of any direction, supervision or control by any representative of the government in connection with the grant of funds would be forbidden. The grants would be conditioned on maintenance of a school program requiring expenditure of $40 per annum per child; expenditure of a certain amount of local funds and no discrimination against any minority racial group.

Letter Writing Taught By Radio and Mail

URBANA, ILL.—Students separated by hundreds of miles meet in a unique class started by the University of Illinois. Radio and correspondence instruction are linked for the first time in the university's history. The subject of instruction is business-letter writing and the students get full college credit for their work, just as if they were meeting in a campus classroom instead of working in their own homes.

VA Moves to Halt Bogus GI Training

WASHINGTON, D.C.—The Veterans Administration recently ordered a crack-down on bogus G.I. training courses, beginning for the first time direct Federal supervision of veteran trainees.

Officials said the order was aimed at "fly-by-night, gyp-joint" schools and job-training establishments. It set up strict new controls in a field formerly left to State educational agencies.

Hitting hardest at alleged rackets in on-the-job training, the directive calls for monthly checks by VA training officers on each veteran's progress, with an eye especially for wage cutting and overlong courses that lead nowhere.

The same controls will be applied to veterans in school.

Subsistence payments—$65 or $90 a month—were ordered withheld from veterans failing to show satisfactory progress through a legitimate training course.

Issuance of the order followed months of study by Federal agencies of reported abuses which officials feared would develop into a scandal.

Overseas Youth Clamor for Admission to U.S. Universities

NEW YORK.—With 40,000 foreign students clamoring for admission to American universities after a four-year educational blackout in many parts of Europe, student exchange is just beginning to get under way again on a world-wide basis.

The Ambassador from Norway, where the Nazis closed higher institutions of learning, has requested that 1,000 students from his country be taken into institutions in the United States. The central government of India at Delhi wants to send 300 young Indian men and women to study here. The Netherlands-America Foundation has requested that Dutch students be enabled to study in the United States. From France, China, Greece, Iceland, Syria, Turkey, Egypt—from all over the world the requests come.

Some exchanges, at least, are in effect. From Europe, Asia, and the Near East, 115 students have come to this country to accept fellowships and scholarships at American universities. Four hundred and thirty-seven students are here from South America, the only area which continued during the entire war to exchange students with the United States. Twelve students from the United States are studying in Latin American universities.

Extensive plans for new and resumed exchanges, however, are being initiated all over the world. The American-Scandinavian Foundation will resume interchange of graduate students among the United States, Denmark, Iceland, Norway, and Sweden.

Direct exchanges will be made between 20 British provincial universities and 20 state universities in this country, although it is now believed that the project cannot be put into operation until the academic year of 1946-1947.

There may be an opportunity to establish a Russo-American student exchange. Russia has shown interest. According to Dr. Edgar J. Fisher. Assistant Director of the Institute of International Education, students applying for study abroad have indicated a marked preference for Russia over any other country. (Second only to Russia in its appeal to prospective students is France.)

Frank Cody

The man who guided Detroit's schools through their period of rapid expansion while that city grew into the automotive center of the world, died on April 8. He was Frank Cody—a name well known to educators throughout America. He won a record of administrative success that was the envy of many schoolmen. For Cody was a man of good judgment, a man whom people liked and trusted. Even after his retirement in 1942, he continued to serve by becoming a member of the city council. No man can be everything. Cody was less the

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More Little Children Mean More Little Schools

KANSAS CITY, MO.—No one believes that the little red schoolhouse of yesteryear will make its appearance in the modern American city, but small school buildings to meet a special need definitely are on the way.

That was the report of speakers at the regional conference of the American Association of School Administrators, in Kansas City's Municipal Auditorium.

The special need they discussed was produced by the great increase in the American birth rate in the war years. Dr. Belmont Farley of Washington, Director of Public Relations for the National Education Association, said there are 2½ times as many children under five years old in the United States today as there were in 1940.

Dr. Frank W. Hart, Professor of Education at the University of California, said that by 1950 there would be for each 1,000,000 population 38,000 more children under 10 years old than school statistics of 1940 had indicated, so more school space will be needed.

"There are two possible courses," Dr. Hart said. "You can enlarge already big buildings, and build more and larger 'San Quentin'-type schools, running the risk of having them half vacant when the birth rate falls off. Or you can build small neighborhood schools for children, 5 to 8 years old, releasing pressure on the big buildings and providing suitable environment for small children at minimum cost."

Educators reported that Oklahoma City, Okla., and some California communities already had such small schools under construction. Dr. Hart suggested that these might form the basis for a new school organization, with schooling divided into three four-year sections—early childhood, elementary and high school.

Ideally, each unit would have a separate building, with the early childhood school in particular built and furnished on a scale to fit the size of its young users.

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scholar than the business man, the practical organizer and executive. Yet we have never heard that Detroit's professional standards declined during his 23 years as superintendent. Frank Cody has left an indelible impression on the citizenship and character of Detroit. His career has been an inspiration to those viewing it from near and far.

Committee to Consider World University

NEW YORK. — The International Committee for a World University Alliance has been created in New York to carry into effect proposals which have been made to the Secretary of UNESCO (United Nations Educational Scientific and Cultural Organization) to establish a world university. Special committees are to study the proposals.

Dr. Warren Goes To Missouri Post

BOSTON. — Dr. Julius E. Warren, former Massachusetts Commissioner of Education, has been elected Superintendent of Schools at University City, Mo., the State Department of Education announced recently. Dr. Warren also will serve on the faculty of Washington University in near-by St. Louis, it was learned.

He was Superintendent of Schools in Newton, Mass., before he was appointed to his State post.

U. S. Bond Sales By Schools Recognized

WASHINGTON, D.C.—As the representative of a million teachers in 225,000 American schools with 30,000,000 pupils, U. S. Commissioner of Education John W. Studebaker has been awarded the Treasury Department's Silver Medal for Distinguished Service in War Finance.

In presenting the medal at Commissioner Studebaker's office, Vernon L. Clark, National Director of the U. S. Savings Bond Division of the Treasury Department, said:

"During the war the schools of the nation sold more than two billion dollars worth of U. S. savings stamps and bonds, at the same time teaching thrift and forming habits of regular saving and wise money management. We are gratified that schools in all states are continuing this program in peacetime, for its value to the nation has been too great to measure only in dollars. Through you we are honoring the million teachers who made it possible."

Wayne University Gets 2 Million State Aid

LANSING, MICH.—Governor Kelly recently signed a bill giving Detroit's Wayne University, a city-supported institution, $2,700,000 for much-needed science and classroom buildings. This is the first time that the university has received State assistance.

A legislative study committee was also created, to recommend whether the State should take over the institution completely or finance part of its costs.

ATPI Elects New Officers

NEW YORK.—The Board of Directors of the American Textbook Publishers Institute elected the following officers at the annual Princeton meeting: president, Burr L. Chase (Silver Burdett); first vice-president, William E. Spaulding (Houghton Mifflin); second vice-president, Gordon M. Jones (Row Peterson); secretary, Charles F. Kindt, Jr. (Winston); and treasurer, George P. Brett (Macmillan). Jones, Spaulding, Kindt and Edward H. Kenerson (Ginn) were selected as Institute directors.

Dates Set for Reading Clinic

PHILADELPHIA, PA.—Temple University's Annual Institute on Developmental Reading will be held at the university from June 24 to 28 inclusive. Differentiated developmental reading will be the theme. For printed programs and further details, write to Dr. Emmett A. Betts, Director, Reading Clinic, Temple University, Philadelphia 22.

Second Institute On World Affairs

WASHINGTON, D. C.—Dates for the Second Summer Institute on the United States in World Affairs have been set as June 24 through August 2, 1946. Like last summer's initial venture, the institute will offer lectures on current national and international affairs and an opportunity to study methods and materials of teaching current events. Write to Walter E. Myers, Director, 1733 K Street N. W., Washington 6, District of Columbia.

Maine Colleges Hold Joint Summer Session

LEWISTON, ME.—President Charles F. Phillips of Bates College said recently that Bates would take part with Bowdoin and Colby Colleges in a summer session for men on the Bowdoin campus.

Agreement was reached on the program at a recent meeting of President Phillips, President K. C. M. Sills of Bowdoin, Dean Ernest C. Marriner of Colby and Col. Earle A. Reed, head of the Veterans Administration for the State of Maine.

Geography Materials List Revised

FITCHBURG, MASS.—"Material Aids for Use in Teaching Geography," Educational Paper #1 by Professor A. G. E. Simmons, is again available, with revisions and additions. There is a 25 cent handling charge. Write to Professor Simmons, State Teachers College, Fitchburg.

Michigan Schools Act To Outlaw Fraternities

DETROIT, MICH.—School officials in Port Huron and Birmingham, Michigan have outlined plans for enforcing the 1911 state law, banning secret societies in the high schools.

The Port Huron Board of Education will require all high school pupils to sign statements that they do not belong to and will not join such societies. Howard D. Crull, Superintendent of Schools, said failure to sign would result in witholding grades and diplomas.

Students of Birmingham's Baldwin High School and their parents have been asked to sign similar pledges.

Bill to Lift Ban on Married Women Teachers

BOSTON.—"Archaic" was the term applied in legislative hearing to the Massachusetts law compelling the dismissal of women schoolteachers when they marry. A bill to repeal the law was heard before the Legislative Committee on Education at the State House. The only opposition to the repeal came from Michael J. Downey, legislative representative of the Boston School Committee.

Mr. Downey, who also is a member of the Board of Superintendents, said the new bill would interfere with the rights of local school committees and that it "would not be for the best interests of school children."

British Proceed Slowly Rehabilitating German Schools

LONDON.—At the beginning of the occupation of Germany there were no school buildings available in the British Zone. By mid-January of this year, almost 12,000 schools were open in that zone, exclusive of Berlin, with a total of 2,500,000 pupils and 50,000 teachers. Elementary and intermediate schools make up most of this total, with vocational schools equalling 900 and secondary schools 483.

When the British Education Branch of the Allied Control Commission assumed authority in the British Zone, their first task was to set up an acceptable and efficient German administration, a task now largely completed. Their second aim was to get the German administrators to open the schools under reasonably tolerable conditions. The most serious difficulty standing in the way of achieving the second aim was lack of buildings. Heavy bombings had destroyed school-houses. In Cologne, for instance, around 90% had been wrecked or were in need of major repairs. In other districts, educational accommodations had been taken over for troops, displaced persons, and hospitals.

Another difficulty was discovering suitable teachers. Since every applicant had to be approved by the British Branch of the A.C.C. in Germany, the task of screening was tremendous. To sort out the possibilities, a questionnaire was filled in by the applicant showing party membership, salary variations, and other pertinent data. Rapid advancement or noticeable down-grading may indicate past approval or rejection by the Nazi party, a factor to be taken into account in the final judgment of the individual. Roughly 20 to 30% of all teachers have been dismissed as unemployable, principally because of Nazi backgrounds. The British have established training for teachers in more than eight colleges where most of the student-teachers are taking emergency courses of one year, with about one-third taking a two-year course.

A further difficulty has been the dearth of acceptable text-books in any subject. The readers for little children were used to promote propaganda.

German committees were set up to evaluate existing text-books and to produce new ones, final control resting with the British authorities, who have made selections in close cooperation with colleagues in the American Zone. Despite the trouble involved in procuring paper and printing-presses, well over 2,000,000 school-books have now been produced.

Says Schools Not Making Responsible Citizens

PHILADELPHIA. — Community participation must become an integral part of school learning if liberal education is to be released from its ivory tower and if we are to create "a living democracy" able to meet the challenges of racial tensions, unemployment, strikes, poverty and crime, recently said Dr. Burton P. Fowler, headmaster of the Germantown Friends School here.

The educator was critical of what he termed the "fussing about how many and which exact books we should read and about how many units of this or that are necessary for one to be allowed to go on studying, or how many semester hours equal so much culture." He contended that if we could agree on the "crucial urgency" of the challenge to create a living democracy there would then be a measure of hope that America might be able to take advantage "of the most shining hour ever given any great nation in all history."

Dr. Fowler charged that education has failed to produce "a really free society of responsible human beings and citizens." He characterized "our so-called liberal education" as "unreal" and maintained that it "has not functioned."

Conference to Treat Reading Techniques

STATE COLLEGE, PENNSYLVANIA.—The Annual Reading Conference of Pennsylvania State College will be held from August 12 to 17. This year the conference will stress problems of reading techniques in classroom situations. Write to the Reading Clinic.

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U. S. Educators End Survey of Japan

HONOLULU. — Twenty-seven leading American educators arrived at Hickam Field recently after completing their survey of Japan's educational program and leaving with Gen. Douglas MacArthur their recommendations for changes.

Dr. George P. Stoddard, New York State Commissioner of Education and head of the mission, said that the war had destroyed about 65 per cent of the schools in Japan's largest cities.

"The main obstacle in the path of re-educating Japan for democracy," he concluded, "is Japan's tendency to work from the top down. Food and a democratized system of education will bring Japan back."

'Blacked-Out' Countries Get Science Book News

NEW YORK.—Countries in which the war imposed a literary "blackout" for five years are being sent a special catalogue number of the McGraw-Hill Overseas Book News, listing scientific and technical books published during that period.

Some 300 books published since Pearl Harbor deal with subject matter vital to the "industrialization" and rebuilding of a war-shattered world, the bulletin discloses.

Included are seven new series that have developed during the war: the Radio Communication Series, the McGraw-Hill Industrial Organization and Management Series, International Series in Pure and Applied Physics, Radiation Laboratory Technical Series, McGraw-Hill Series in Food Technology, and the McGraw-Hill Publication in Aeronautical Science.

Mr. Veteran, Have You Considered Vassar?

POUGHKEEPSIE, N.Y.—Vassar College, one of the nation's oldest girls' schools, has announced it "will admit properly qualified men to study in regular classes." At Yonkers, N. Y., Sarah Lawrence College, girls' exclusive school which has had no men students since it was founded in 1926, has declared intentions of becoming co-educational. Helen Craven Mues of Maplewood, N.J., a former WAVE, became Colgate University's first woman student in the 127-year history of that institution.

PLAY FAIR IN PUPIL PLACEMENT

(Continued from page 175)

matter would satisfy the bright boy, because his superior mind was demanding something far beyond that level. He was interested in complex, remote, and even abstract things. On the other hand, the slowest boy saw the curriculum of his grade only as an indistinct blur. His mind demanded simple, concrete material, something he could see, and touch, and manipulate. The complex, remote, and abstract meant nothing to him.

The slow progress made in adapting subject matter to the capacities of pupils may be attributed to a number of causes. Probably the most potent of these is the prevailing and traditional notion that the basis for classification should be the chronological age. But just why children should enter school and progress therein according to the time when they were born rather than their mental readiness or capacities has never been satisfactorily explained. However, the implication is that all children of the same chronological age have about the same mental capacities, although intelligence tests show that, in mental age, they vary from three to nine years in the ordinary classroom.

Another reason is the notion held by many educators that children should associate in school with those of their own chronological age. Here, again, mentality is left out of consideration. Bright children are likely to prefer associates of approximately their own mental age, and if they do not find them among others of their chronological age, they may seek them among older children or even adults. Likewise, the slow are inclined to associate with younger children, those more nearly their own mental age.

The attitude of parents is also a hindrance to the better adjustment of school work to the needs of the pupil. Many parents refuse to face the fact that a child is slow, and insists that he is as bright as "average" or superior children and that he could succeed if he would work hard enough. Likewise, it is the stigma often associated with low intelligence which causes them to object to "special" and "handicraft" rooms. Such parents fail to appreciate the unfairness to a child of urging him to do something for which he does not have the capacity. Nor do they judge correctly the value of success to a child, attained by a reasonable amount of effort, or of the danger in habitual failure. Fortunately, the attitude towards the slow child is changing in some communities, and parents are beginning to appreciate the significance of differences in mental capacities and to accede to having the slow child study whatever will give him the greatest benefit.

Although mental age should be made the primary basis for classifying pupils, other factors, especially chronological age, should be taken into consideration. Certainly an eight year old pupil with a mental age of twelve years would be out of place in the conventional sixth grade, and likewise, a twelve year old pupil with a mental age of eight years would be a misfit in the second grade. Probably the most satisfactory plan would be to classify pupils according to both ages. For instance, if a pupil is ten years old and has a mental age of fourteen years, he would be placed with other pupils of these ages, in about the 6th grade. The school would then be in position to provide approximate curricula for all pupils, the deviates as well as the "average." Such a plan would necessitate considerable reorganization within the school, and this would require initiative, experimentation, and time, but in providing equal opportunities, it would pay big dividends in mental health, achievement, conduct, and contentment with school life.

Grins Between Grinds

NO PLACE FOR HIM

A very small boy came home dejectedly from his first day at school.

"Ain't goin' tomorra," he said.

"And why not?" asked his mother.

"Well, I can't read; I can't write. They won't let me talk. So what's the use?"

PROPAGANDA

Dad: "Here's a note from your teacher!"

Johnny: "But you know how much to believe enemy communiques."

SHOCK TO HIS SYSTEM

A young sailor, recovering from a serious throat wound, was still being fed via rubber tubes inserted into his stomach. At his request, the nurse brought him a steaming cup of tea, which she proceeded to pour into the tubes. She stopped dead at an anguished cry from the youthful mariner. "Oh dear," she exclaimed. "Too hot?"

"No," replied the seaman, "no sugar."

A WIDOW'S SMITE

A pretty young widow was sitting on the hotel veranda with her small son. Also sitting on the veranda was a good-looking young man. After a time the little boy ran up to the man. "What's your name?" he asked.

The young man told him, and the next question was: "Are you married?"

"No, I'm not," was the reply.

The child seemed at a loss as to what to say next, and then turned to his mother and queried in piercing tones: "What else must I ask him, Mummy?"

END THAT QUOTE

Prof (taking up quiz papers): "Why the quotation marks on this paper?"

Student: "Courtesy to the man on my left."

A PROPER GIFT

Graduate: "Professor, I have made some money and I want to do something for my old college. I don't remember what studies I excelled in."

Professor: "In my classes you slept most of the time."

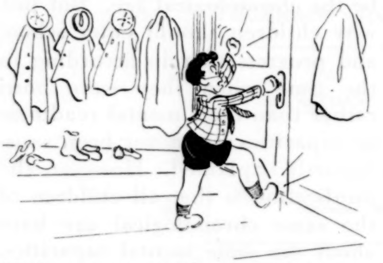
Graduate: "Fine! I'll endow a dormitory."

CURTAILMENT

A dignified old lady stopped and addressed a little chap playing on the sidewalk with his dog.

"You shouldn't have had the dog's tail cut off," she said. "It ruins the dog's carriage when his tail is cut off, because his tail is connected with his spinal column."

The little fellow said: "I don't know about his carriage, Ma'am, but it sure ruined his waggin'."



"Release me instantly, you miscreants! I have claustrophobia."

COPS AND ROBBERS

"I want to buy that book in the window called *How to Captivate Men,*" said the little girl to the assistant.

The man looked dubiously at the child.

"That's not the sort of book for you," he said. "What do you want it for?"

" I want to give it to my Daddy for a birthday present."

"But surely there are hundreds of books he would rather have?"

"No, I know he'd like that one. You see, he's a policeman."

HIS BEAK A BEACON

Sandy was a leader in the church, but the increasing redness of his nose gave rise to suspicion among the members of the congregation. One day the elders inquired into the matter. After a question or two, Sandy glared: "It is glowing with pride at never putting itself into anybody else's business!"

HURRY, LORD!

"Hey!" shouted the passing motorist. "Your house is on fire!"

"Ah knows it, stranger," nodded the mountaineer.

"Then why aren't you doing something about it?"

"Ah am," he answered. "Ah'm prayin' fo' rain."

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